ED 292 944 AA 001 176

Resources in Education (RIE). Volume 23, Number 9.

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SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Sep 88

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $51.00 (Domestic), $63.75 (Foreign).

LANGUAGE- English

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)

DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials

IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 292 959 CE 049 877

Callaway, Rolland
Adolescents' "Meaning" of Leisure.
PUB DATE- Mar 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Comparative Analysis; *Definitions; High Schools; *High School Students; *Leisure Time; *Sex Differences; *Student Attitudes; *Teacher Attitudes

A study examined the attitudes of high school students toward various leisure activities. The study population consisted of 85 students attending a large, desegregated midwestern high school. Study participants were asked to rate each of 18 activities with respect to the following four sets of adjectives on a four-point scale: good/bad, impossible/possible interesting/boring, and low-class/high-class. On the good/bad scale, socializing, shopping, and traveling ranked highest, whereas nature, watching sports on television, and arts and crafts ranked lowest. The idea of shopping combined with socializing was a particularly popular combination. For many of the respondents, sleep was considered bad, boring, and low-class. On the interesting/boring scale, socializing, traveling, movies, and shopping were viewed as most interesting whereas nature, sleep, and watching sports on television were viewed as boring. Nature, arts and crafts, and sleep were deemed low class, whereas travel, socializing, and attending music events were considered high-class. Higher percentages of males gave good ratings to watching sports on television, attending musical activities, and working part time. More females felt that part-time work and musical activities were impossible. More males found doing nothing, further education, and arts and crafts low-class. When administered the same survey, a sample of 126 K-12 teachers ranked reading second (the students ranked it 10th). Teachers also ranked shopping and TV viewing much lower than did students. Other differences were apparent in the way teachers ranked items on the impossible/possible, interesting/boring, and low-class/high-class scales. (MN)

ED 292 972 CE 049 900

Naylor, Michele
Vocational Education-Job Training Partnership Act Coordination. ERIC Digest No. 68.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 4p.
CONTRACT- RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Coordination; *Educational Legislation; Federal Legislation; Postsecondary Education; Program Content; *Program Development; *School Business Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; ERIC Digests; *Job Training Partnership Act 1982

Vocational educators, policymakers, and Job Training Partnership Act (JTPA) service providers are developing an increasing awareness of the educational and economic benefits of joint planning and coordination between vocational education and the JTPA. However, some basic differences between the goals, planning procedures, and operating practices of the public and private sectors have, in many cases, made efforts to establish and implement cooperative vocational education-JTPA programs difficult. For example, vocational education's concerns for long-term educational development and its mandate to serve the general in-school population stand in contrast to JTPA's focus on short-term training programs that concentrate on job- or employer-specific skill needs. Research has revealed several steps that employers and JTPA trainers alike can take to improve intersector coordination. These include improving communication through such strategies as holding joint conferences or hiring staff members with experience in the other delivery system, reducing the risk of performance-based contracts to educational institutions by providing partial payment for outcomes (such as course completion) over which educational institutions have more control than they do over employment outcomes, and supplementing on-the-job training to broaden the preparation of clients and increase their attractiveness to employers. A national study of joint planning during 1986 found little in the way of coordination during that particular year. A second study undertaken the following year was more encouraging, however. (MN)

ED 292 984 CE 049 914

Vandergoot, David; And Others

The Transition to Adulthood of Youth with Disabilities.

William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
PUB DATE- Mar 88
NOTE- 108p.; A product of Youth and America's Future. For other papers in this series, see CE 049 906-912.
AVAILABLE FROM- Institute for Educational Leadership, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036-5541 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Education; *Disabilities; *Education Work Relationship; Intervention; *Public Policy; Secondary Education; *Work Experience Programs; Youth

The purpose of this paper is to offer new directions for equalizing the opportunities available for youth with disabilities to make a successful transition into adulthood. The first section following the introduction highlights research recommendations and public policies that should be considered as priorities for future development. The next section discusses the recommendations in the context of a review of research and concepts that help explain the interaction between disability and outcomes achieved by youth with special needs. The final section highlights specific successful intervention strategies, including work experience programs, work skills preparation, employer-focused initiatives, rehabilitation engineering, use of occupational information, job-seeking skills preparation, transition planning, parental/family support interventions, and community-based collaborative intervention models. Following each strategy description, practices are suggested that should be initiated or continued to strengthen the current range of program models used. Two commentaries on this paper by Sharon Johnson and Diane Lipton and Mary Lou Breslin are appended. (YLB)

ED 292 998 CE 049 939

Baez, Tony
The Community College Movement in Wisconsin: A Historical Perspective.
PUB DATE- Oct 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- College Programs; *Community Colleges; *Educational Change; Educational History; Educational Policy; *Policy Formation; Politics of Education; Postsecondary Education; Program Content; *Program Development; *Statewide Planning; *Two Year Colleges; Vocational Education
IDENTIFIERS- *Wisconsin

The community college concept was heatedly debated in Wisconsin from the mid-1950s to the early 1970s. A number of study groups and governmental bodies endorsed the creation of community colleges. Although most states embraced the concept of the community college, however, Wisconsin's debate over whether to establish a statewide community college program became buried amidst partisan political battles, strong lobbying efforts on the part of the university community, and opposition on the part of a few state vocational education officials. Unlike the many states that have increased articulation between vocational and academic education, Wisconsin has always maintained a clear separation between vocational and liberal arts education and opted for two-year university and state college branch centers instead of a statewide community college system. Throughout the sixties, many of Wisconsin's educational policymakers voiced concerns about the added financial burden that a statewide community college system would impose and about the fact that community colleges should not infringe on the universities' turf by substituting for existing liberal arts programs in public institutions. The State Board of Vocational and Adult Education opposed the creation of a statewide community college network because it wanted to maintain a strong program of vocational and adult education as its primary function. The Kellett Commission on Education, which was appointed by the governor in 1969, dealt the final blow to the creation of a statewide community college system despite the fact that there was a great push by many in the state to create community colleges to increase postsecondary educational opportunities for the state's disadvantaged residents and increasing college-bound population. (MN)

ED 293 012 CG 020 659

Grella, Christine E.
Divorce and Downward Mobility for Women: Gender and Social Comparison.
PUB DATE- Aug 87
NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987). For a related paper, see ED 260 334.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Divorce; *Employed Women; Females; *Self Concept; Sex Differences; Social Class; *Social Cognition; *Social Mobility; Socioeconomic Status
IDENTIFIERS- *Downward Mobility; *Social Comparison

While divorce for many women may be self-chosen, the consequent loss of income and downward mobility is often experienced as a disaster. After divorce, most women continue to be dependent for their survival either on their ex-husbands in the form of support payments, or on the state in the form of welfare. Neither of these options allows women to attain economic self-sufficiency following divorce and both continue a dynamic of dependency reminiscent of the marriage relationship for many. A study was conducted to examine changes in social identity following divorce. In-depth interviews were conducted with 40 women who were divorced for 1 to 6 years, had not remarried, and had at least one dependent child at home. All subjects had experienced a self-defined significant decrease in their standard of living following their divorce. Interview data revealed a pattern of social comparisons corresponding to different social situations and relative to former and new reference groups. These social comparisons were used to redefine the self within society. Patterns found included upward comparisons with members of former reference groups sharing a common background, such as ex-husbands and family members; lateral comparisons on the basis of new social roles, such as other divorced women or working mothers; and downward comparisons with members of new reference groups sharing an undesired common fate, such as other women on welfare. (NB)

ED 293 026 CG 020 674

Be Smart! Don't Start! Just Say No!

Children's Television Workshop, New York, N.Y.

SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
REPORT NO.- DHHS-ADM-87-1502
PUB DATE- 87
NOTE- 37p.; Some illustrations may not reproduce clearly. For a related guide for parents, see CG 020 675.
CONTRACT- ADM-281-85-0015
AVAILABLE FROM- National Clearinghouse for Alcohol and Drug Information, P.O. Box 23451, Rockville, MD 20852.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adolescents; *Alcohol Abuse; Children; *Decision Making; *Drinking

This magazine-style publication was developed to help children and young adolescents say "No" to alcohol. Profusely illustrated with color photographs and other graphics, the guide includes a preview of the Jets' new music video; a question-and-answer section about drinking and alcoholic beverages; a set of reasons for not drinking; and a section in which athletes, television personalities, and rock music stars talk about drinking. Also included are the "Just Say No!" board game, letters from children across the country telling what they like to do, and suggestions for ways to have fun. The next section discusses what a child should do when he/she needs help. A short story about a girl who refuses to drink is given. Another section discusses the use of advertising to sell products and gives two examples of advertisement for readers to decipher. A game page, a set of news shorts, and a list of reading materials and organizations concerned with alcohol abuse conclude the guide. (NB)

ED 293 041 CG 020 689

Matthews, Doris B.

Correlates of School Stress.

South Carolina State Coll., Orangeburg.
SPONS. AGENCY- Cooperative State Research Service (DOA), Washington, D.C.
PUB DATE- Jul 87
NOTE- 150p.
GRANT- SCX-206-04-84
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Construct Validity; *Evaluation Methods; Research Methodology; Secondary Education; *Secondary School Students; *Stress Variables
IDENTIFIERS- *Peripheral Temperature

As part of a continuing series of research studies on stress in schools, this study examined the construct validity of peripheral temperature at the fingertips as a measure of school stress. Measurements were made in classes selected at random from 11 volunteer schools in South Carolina. Three types of correlational studies were undertaken: (1) peripheral temperature was residualized for extraneous variation associated with both ambient temperature and time of day, conceptualized as a point on the circadian thermal cycle; (2) the corrected peripheral temperature was tested in hypotheses on groups which were presumed to vary in average school stress; and (3) common variables used in describing schools were correlated with corrected peripheral temperature to identify those variables that were associated with school stress. A strong school effect was found in the variation in corrected peripheral temperature, and it was shown to increase as student experience in the school grew. Certain curricula, noted for their difficulty, were found to influence peripheral temperature in directions suggestive of increasing stress on the learner. While this research cannot assert the validity of corrected peripheral temperature as a measure of stress, it contributes some evidence in support of construct validity. Sixty tables and seven pages of references are provided; the appendixes consist of forms used in the study, including the field tested student attitude inventory.

(NB)

ED 293 056 CG 020 704

Kids. They're Worth Every Penny. Summaries of Reports by State Commissions on Child Support Enforcement. Final Edition.

Office of Child Support Enforcement (DHHS), Washington, DC.

PUB DATE- May 86
NOTE- 195p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Children; Compliance (Legal); Fathers; Federal Legislation; Federal Programs; Legal Problems; *Legal Responsibility; *Parent Responsibility; *Program Effectiveness; *State Legislation; *State Programs
IDENTIFIERS- *Child Support; *Child Support Enforcement Amendments 1984; Child Support Enforcement Program

The Child Support Enforcement Amendments of 1984 require that every state not qualifying for a waiver appoint a commission to look at the success of the state's child support enforcement program in securing support and parental involvement for all children needing such services, whether they were eligible for public assistance or not. This document contains state-by-state summaries of these reports, which address the topics of visitation; establishment of objective standards for support; enforcement of interstate obligations; availability, cost, and effectiveness of services; and need for additional state or federal legislation. Common themes of the states' reports are discussed in an executive summary. These themes include: (1) administrative and judicial organization (administration, courts); (2) child support (amount, modification, collection, enforcement, availability of services); (3) child custody; (4) visitation; (5) interstate enforcement; (6) paternity; and (7) public education and awareness. The appendices include lists of governors and commission chairpersons with their addresses. Seven states which volunteered to submit reports despite waivers are listed with names and addresses of contact persons. (ABL)

ED 293 071 CG 020 719

Flores, Joe G., Jr.
Home-Centered Prevention Project. Annual Report. September 1, 1986, through August 31, 1987.
Texas State Dept. of Human Services, Austin. Office of Strategic Management, Research, and Development.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 30 Sep 87
NOTE- 53p.; Best copy available.
GRANT- OHDS-06C23-11
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Child Abuse; Counseling Techniques; *Home Programs; *Parent Child Relationship; *Program Development; *Program Evaluation

This document reports on the Home-Centered Prevention (HCP) Project, located in San Antonio, Texas within the Texas Department of Human Services Region 9, which was designed to implement and test a model for in-home services to families in which child abuse had occurred. It contains a process evaluation describing the first-year efforts of project staff to develop the HCP project. The background of the project is reviewed and goals and objectives of the project are listed. The counseling and case management approach used in the project and the short-term, intensive, comprehensive services provided to families through the model are described. Project operations and accomplishments are discussed and issues and problems encountered are identified. The report notes that, during its first year, the HCP served 14 families and 21 children who would otherwise by in substitute care; enhanced the teaching, role modeling, counseling, and supportive capabilities of project staff through training; wrote procedures for working with courts and for case selection and referrals; coordinated activities with other projects; and gathered data to be used in comparing the cost-benefit of project services versus substitute care. Relevant materials are appended. (NB)

ED 293 086 CS 009 081

Marockie, Henry; And Others
A Study on the Use of Time for Reading Instruction in Grades One, Two, and Three in West Virginia Schools.
Appalachia Educational Lab., Charleston, W. Va.; West Virginia Association of School Administrators.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 87
NOTE- 123p.
CONTRACT- 400-86-0001
AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrative Policy; Grade 1; Grade 2; Grade 3; Primary Education; Principals; Questionnaires; *Reading Instruction; Reading Research; Reading Teachers; Teacher Administrator Relationship; *Time Factors (Learning); Time Management; *Time on Task
IDENTIFIERS- Instructional Format; Reading Management; *West Virginia

Investigating the effects of a 1984 West Virginia State Board of Education (WVBE) policy which specified the use of instructional time, a study examined the effects of this policy on reading instruction in the primary grades by surveying a random representative sample of primary teachers and principals in West Virginia. In September 1986, 410 teachers and 298 principals completed a questionnaire which asked for comparisons between how primary students were currently spending their instructional time, how they spent instructional time in the past, and how they would spend instructional time in an ideal instructional day. Other questions concerned the opportunity to learn to read, satisfaction with students' achievement, and ability to meet individual needs. Results indicated no statistically significant differences among teachers' and principals' reports of past, current, and ideal use of instructional time for reading. However, both teachers and principals expressed higher satisfaction under past and ideal use of instructional time than under current use. (Fifty-five tables and six figures are included, and a copy of the Principal and Teacher Version of West Virginia Association of School Administrators Survey on Reading and Instructional Time is appended.) (MM)

ED 293 100 CS 009 104

Snow, Mary B.; And Others
The Cambridge-Lesley Literacy Project: Theory, Practice and Evaluation.
PUB DATE- Nov 87
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Creative Teaching; Elementary Education; Evaluation Criteria; *Experiential Learning; Higher Education; Individualized Instruction; Learning Centers (Classroom); Learning Problems; *Literacy; *Reading Instruction; *Writing Instruction
IDENTIFIERS- Cambridge Public Schools MA; Lesley College MA; *Natural Learning

Lesley College and the public schools in Cambridge, Massachusetts collaborated in a project using the natural learning model from Don Holdaway's "The Foundations of Literacy" to improve literacy education in grades K-6. The first two phases of natural learning (desire to learn a skill and attempting the new skill with a proficient person) were covered by a "sharing" time, in which the teacher as demonstrator would read enlarged text to children and point to words. The third and fourth phases (practicing and then performing the new skill) corresponded with the "doing" time, in which children could choose from among several expressive activities including computer work, drama, reading silently, or art. Evaluation of students' progress was guided by the principles that evaluation should be integral to in-class work; should emphasize change and progress over achievement; should use methods consonant with the ultimate purposes of reading for meaning and writing for communication; and should assist a child's learning by describing but not judging it. Three instruments--Marie Clay's "Concepts about Print," oral reading tapes, and a visual cue writing sample--were used for the nearly 300 students participating in the project. Results indicated that the children have become true readers and not decoders. (Three graphs are included.) (MHC)

ED 293 114 CS 009 121

Rosen, Carl L.
New Wave College Instruction: Some Thoughts and Approaches.
PUB DATE- May 88
NOTE- 13p.; Paper presented at the Annual Meeting of the International Reading Association (33rd, Toronto, Canada, May 1-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; *College Instruction; College Programs; Cooperative Education; Experiential Learning; *Futures (of Society); *Higher Education; Instructional Innovation; Student College Relationship
IDENTIFIERS- Cooperative Learning; Future Cognition

"New wave" instructional theory and approaches are surfacing in dialogues on teaching and learning and in classroom activities of avant-garde instructors. In an adaption and sequal to Toffler's ideas on the rapidly fading industrial age, instruction in higher education needs to be updated with the application of futuristic thinking. To change, it will be necessary to alter assumptions and beliefs about college students and the validity, long-term importance, and durability of the information that is taught--for example, what is important in preparing young people for the high technology space age. The kind of creative thinking about what and how college instructors teach needs to be grounded on the future. Five "new wave" recommendations are to (1) create a responsive environment; (2) design experiential learning activities; (3) develop cooperative learning efforts; (4) foster metacognitive growth in learning; and (5) provide for diverse learning styles and modes of acquiring information and displaying learning. (Seventeen references are appended.) (MS)

ED 293 129 CS 211 120

Grade 12 Diploma Examination, English 33. Part B: Reading (Multiple Choice). Questions Booklet. 1988 Edition.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jan 88
NOTE- 21p.; For related documents, see CS 211 115-119; for the 1985; 1986, and 1987 editions, see ED 263 569-581, ED 272 903-909, and ED 280 043-048.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; Multiple Choice Tests; *Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items
IDENTIFIERS- Alberta; *English Examinations

Intended for students taking Grade 12 Diploma Examinations in English 33 in Alberta, Canada, this reading test contains 70 multiple choice test items related to the 10 selections in an accompanying reading booklet. The questions examine students' skills in (1) understanding meanings; (2) understanding and interpreting the relationships between form and content; (3) understanding and interpreting human experience and values as expressed through literature; and (4) finding and using information for a particular purpose. (ARH)

ED 293 144 CS.211 136

Danielson, Kathy Everts
Dialogue Journals: Writing as Conversation. Fastback 266.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-266-6
PUB DATE- 88
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - General (130)
DESCRIPTORS- Content Area Writing; Curriculum Development; *Dialogs (Literary); Elementary Education; Literature Appreciation; Reading Improvement; *Reading Instruction; Reading Skills; Student Writing Models; Teacher Education; *Teacher Student Relationship; *Writing Exercises; Writing Improvement; *Writing Instruction; Writing Skills
IDENTIFIERS- Childrens Writing; Collaborative Writing; Journal Writing; Writing Contexts

Organized to help make use of dialogue journals, this pamphlet presents a description of how this instructional aid can be used in a number of different classroom settings and for a variety of purposes. The booklet provides many samples of dialogue writing that enable the reader to see how this form of natural writing can become an effective method of teaching the process of writing. Chapters include: "Dialogue Journals in the Elementary Classroom"; "Dialogue Journals in the Content Areas"; "Dialogue Journals and the Reading Curriculum"; "Dialogue Journals at Home"; "Developing Fluency in Writing through Dialogue Journals"; and "Practical Considerations in Using Dialogue Journals." The concluding chapter maintains that dialogue journals are effective as a teaching tool because they (1) allow children to write in a natural and non-threatening setting; (2) help students gain confidence in their writing ability; and (3) engage students and their teachers in a personal interaction that is mutually beneficial. Fourteen references are attached. (MS)

ED 293 158 CS 211 160

Moffett, James
Coming on Center: Essays in English Education. Second Edition.
REPORT NO.- ISBN-0-86709-219-X
PUB DATE- 88
NOTE- 208p.; For the first edition, see ED 232 161.
AVAILABLE FROM- Boynton/Cook Publishers, 70 Court St., Portsmouth, NH 03801 ($13.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Curriculum Development; *Educational Innovation; *Educational Philosophy; *English Curriculum; *Language Arts; Literacy; *Nontraditional Education; Reading Instruction; Relevance (Education); Student Centered Curriculum; Teaching Methods; *Writing (Composition); Writing Instruction
IDENTIFIERS- *Moffett (James)

This revised edition contains seven of James Moffett's talks and articles written since the original edition of "Coming on Center" was published in 1981, along with several of the earlier articles that are still timely. The book provides practical recommendations for specific ways of teaching reading and writing, shows why some conventional means do not work, and why change is worth undertaking. The 16 articles and talks in this collection deal with the following topics: (1) the student-centered language arts curriculum; (2) behavioral objectives; (3) teaching literacy; (4) the connections among cognitive growth, holistic learning, and vocal interaction among peers; (5) maintaining integrity in the teaching of writing; (6) the importance of creativity in writing; (7) writing, inner speech, and meditation; (8) reading and writing as meditation; (9) a pluralistic curriculum; (10) the functions of talk; (11) writing as liberating inner speech; (12) ways of teaching literature; and (13) hidden impediments to improving English teaching. Also included are several original poems. (ARH)

ED 293 172 CS 506 096

Foster, Ted J.
The Nature and Uses of Coercion.
PUB DATE- Apr 88
NOTE- 20p.; Paper presented at the Annual Meeting of the Central States Speech Association (Schaumburg, IL, April 16-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Skills; *Interpersonal Communication; Interpersonal Relationship; Organizational Communication; Power Structure; Role Perception; *Social Cognition; Social Exchange Theory; Social Influences; Speech Communication
IDENTIFIERS- *Coercion Theory; Influence Strategies; Resource Utilization; *Superior Subordinate Relationship

Although most speech communication writers view coercion as negative, coercion is a legitimate form of influence used as often in open societies--and more often within organizations--as persuasion. Where coercion is the influence means of habit or choice, a clear conception of its nature will increase its effectiveness; and a clear conception will also help point to places where coercion should be constrained or supplanted by other forms of influence. A review and analysis of some of the influence forms presented by James T. Tedeschi and his colleagues in their studies of social influence processes can help develop the legitimacy and prevalence of coercion. Many interactions are coercive and resource-based, where the power to withhold or give tangible and intangible resources--expressed by implicit and explicit threats or promises--is the core of the relationship. Instead of expending time and energy in construction of euphemistic interpretations of the world, it is important to examine the realities, and recognize the nature of these coercive systems. (Eighteen references are appended.) (MM)

ED 293 186 CS 506 111

Rancer, Andrew S.; Niemasz, JoAnn
The Influence of Argumentativeness and Verbal Aggressiveness in Intrafamily Violence.
PUB DATE- Apr 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Communication Association (79th, Baltimore, MD, April 27-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Aggression; Battered Women; *Communication Problems; Communication Research; Conflict; Emotional Response; Family (Sociological Unit); Family Problems; *Family Violence; Marital Instability; Models; Self Concept
IDENTIFIERS- *Argumentativeness; Communication Behavior; Communication Patterns; Conflict Management; Family Communication; *Verbal Abuse

In order to identify causes of spousal abuse, current research efforts have attempted to reconstruct the communicative components of physically aggressive encounters within the family. An interactionist model of intrafamily violence, proposed by D. A. Infante, suggests that the interaction of personal, situational, and societal conditions may lead to physically aggressive behavior. Because of an argumentative skill deficiency, individuals may move more quickly from attacking each others' positions on issues, to attacking each others' self-concepts, and then to attacking each other physically. Verbal aggressiveness, possibly a result of an argumentative skill deficiency, is a destructive form of communication which often provokes physical aggression. Several other factors may contribute to, or provoke, violent interaction: a limited repertoire of conflict management strategies; inability to express feelings or emotions; attributions of hidden meaning; and a lack of--or too much--aggressiveness. Training both abused and abusive spouses in methods of constructive argument may lead to the reduction of verbal aggression, and hence, physical aggression. (A figure of an interactionist model of intrafamily violence and 17 references are appended.) (MM)

ED 293 200 EA 019 920

Canizaro, Beth C.

Self-Evaluation Instrument for Instructional Supervisors.

PUB DATE- 85
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
Reference Materials - Bibliographies (131)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; Instrumentation; *Principals; *Self Evaluation (Individuals); Staff Development; *Supervisors; *Supervisory Training; *Teacher Supervision

The skills, understandings, and attitudes necessary for an effective instructional supervisor were identified in the literature (using, for the most part, those materials written since 1975). Twenty-six elements were identified and clustered into six areas for a self-evaluation instrument that can give supervisors a means to describe and analyze their work in instructional supervision. The supervisor or principal selects, on a 5-point scale, responses to describe personal behavior on each of the 26 elements of instructional supervision. On the analysis sheet the instructional supervisor identifies weak areas and writes a plan with specific steps to take in order to improve those areas. The outline of elements of the supervisory process names each of the items on the self-evaluation form and lists suggested resources for that item. A supervisor evaluation form and suggestions for its use are included to obtain feedback from the supervisees. The self-evaluation instrument can be used as the basis for a program for training supervisors as well as a means of support and self-assessment during their first year in a supervisory position. It can also be used in the planning of staff development programs for principals and supervisors. A bibliography listing 105 resources is appended. (MLF)

ED 293 214 EA 019 960

Waks, Leonard J.
"Science, Technology, and Society" Education and Citizen Participation. Working Paper.
Maryland Univ., College Park. Center for Philosophy and Public Policy.
REPORT NO.- PC-1
PUB DATE- Jan 88
NOTE- 28p.; Paper is a product of a Center project on Civic Education funded by the Exxon Education Foundation.
AVAILABLE FROM- Publication Sales, Institute for Philosophy and Public Policy, 0123 Woods Hall, University of Maryland, College Park, MD 20742 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Citizen Participation; *Curriculum Development; Decision Making; Educational Improvement; Elementary Secondary Education; *Futures (of Society); Higher Education; Long Range Planning; Policy Formation; Political Influences; *Science and Society; *Science Education; *Scientific Literacy; Social Change; Technological Literacy

In the past 15 years a new curriculum field known as "Science, Technology, and Society" or STS has been established, first in higher education and since 1982 in K-12 education. The first section of this review charts the development of the STS field since the late 1960s. Throughout the 1960s and 1970s a group of writers, called STS prophets, focused attention upon the effects of science and technology on our society. The ideas of the STS prophets were assimilated in university interdisciplinary courses that urged a "social process" view of science and technology. The second section accounts for the extension of STS into K-12 education in the period of the "excellence reports" and the attempt to rebuild science education. The primary goal that has emerged for STS education is frequently spoken of as "scientific and technological literacy." The third section considers how this form of literacy has been tied to participation as a citizen in our democratic society. Because of their lack of STS education, citizens are unable to understand, or to participate in an informed way regarding, many issues on the public agenda. To counter this crisis, established forms or other possible forms of citizen participation should be selected for special emphasis in education. A number of suggestions are summarized. The final section considers the practicability of educational reforms proposed by STS educators. Appended are 63 notes. (MLF)

ED 293 228 EC 202 077

Hughes, Carolyn
The Effects of Self-Instruction on On-Task Behavior and Work Performance in a Vocational Training Setting.

PUB DATE- 85
NOTE- 104p.; Master's Thesis, Eastern Montana College.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Attention; *Behavior Modification; Generalization; Job Performance; Job Training; *Mental Retardation; Self Evaluation (Individuals); Sheltered Workshops; *Time on Task; Young Adults
IDENTIFIERS- *Self Monitoring

Effects of a self-instructional training procedure on the on-task behavior of four mentally retarded young adults in a sheltered workshop were investigated using a multiple-baseline design across subjects. The subjects chosen had been identified as demonstrating a high incidence of off-task behavior for small assembly tasks such as stamping and stuffing envelopes, sorting mail by zip code, and collating printed material. Effects of the procedure on the rate and accuracy of task performance were recorded. Results indicated that mean on-task behavior of all four subjects increased an average of 74 percent over baseline performance, and generalized from the training to the workshop setting. A two-week followup check indicated that on-task behavior maintained over time. Supplemental recording indicated that rate of production did not increase substantially for any subject. (Author/JW)

ED 293 241 EC 202 090

1986-87 Annual Report of the Longitudinal Studies of the Effects and Costs of Early Intervention for Handicapped Children.

Utah State Univ., Logan. Early Intervention Research Inst.

SPONS. AGENCY- Department of Education, Washington, DC.; Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

PUB DATE- 1 Sep 87

NOTE- 561p.; For Base Period Report, see EC 202 089.

CONTRACT- 300-35-0173

LANGUAGE- English

EDRS Price - MF02/PC23 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Client Characteristics (Human Services); Data Collection; *Disabilities; Educational Research; *Intervention; Longitudinal Studies; Preschool Education; Program Effectiveness; Program Evaluation; *Research Design; *Research Methodology; Young Children

IDENTIFIERS- *Early Intervention

The report describes second-year project activities of the Early Intervention Research Institute (EIRI) at Utah State University, relating to a 5-year project to conduct 16 longitudinal studies of the effects and costs of alternative types of early intervention with handicapped children. Six of the studies are to investigate effects of varying the intensity of the intervention program, five to investigate variations in age at onset of intervention, and five to investigate effects of program variation. The report first describes the refinement and revision of methodology and procedures for conducting the longitudinal studies, focusing on instrumentation, treatment verification, randomization of subjects, economic evaluation procedures, and on-site evaluations. Detailed descriptions of each of the 16 selected research sites provide such information as rationale for the particular study conducted at that site, subject recruitment and assignment procedures, alternative types of intervention programs to be compared in that site, data collection and analysis activities, and procedures to verify implementation of intended treatment. Development and pilot testing of a four-part data collection protocol called the Early Intervention Program Inventory (EIPI), designed to collect descriptive data on program and client characteristics, is then discussed. Advisory committee activities are summarized in a final chapter, followed by a reference section and four appendices including materials related to EIRI dissemination activities, instrumentation procedures, the EIPI, and on-site evaluations. (JW)

ED 293 254 EC 202 453

Miles, Michael T.

Parent Training for Parents/Guardians of Elementary and Middle School Students Who Exhibit Behavior Disorders.

PUB DATE- 87
NOTE- 77p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- *Assertiveness; Behavioral Objectives; Behavior Change; *Behavior Disorders; Cognitive Restructuring; *Communication Skills; Discipline; Elementary Education; Junior High Schools; Parent Child Relationship; *Parent Education; *Parenting Skills; Parent School Relationship; Program Development; *Skill Development; Socialization
IDENTIFIERS- *Behavior Management; Social Learning Theory

This practicum was designed to improve parents' skills in managing the behavior of their elementary/middle school behaviorally disordered children in the home setting. The goals were: (1) to train parents to act assertively and communicate in a more positive manner with their children; (2) to teach parents the techniques of basic behavior management; and (3) to have parents support behavioral and academic goals in the school setting. A parent training program was developed, involving group sessions and home visits by teachers and utilizing basic behavior management techniques, principles of social learning theory, communication skills, and assertiveness training. Following the training program, 6 of the 15 students reached the criterion level for decreasing dysfunctional behaviors and 10 of the 15 students met the criterion objective for rule compliance, but all 15 student participants showed some behavior improvement, and parents were observed exhibiting positive assertive behavior. Appendices contain a behavior checklist for parents and a parent assertion inventory to help parents pinpoint target behaviors. (JDD)

ED 293 268 EC 202 467

Ysseldyke, James E.; And Others
Teacher Effectiveness and Teacher Decision Making: Implications for Effective Instruction of Handicapped Students. Monograph No. 5. Instructional Alternatives Project.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- May 87
NOTE- 47p.; For related documents, see EC 202 465-468.
GRANT- G008430054
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Decision Making; *Disabilities; Educational Practices; Elementary Secondary Education; Information Utilization; Models; Research Methodology; Role Perception; Self Concept; *Teacher Characteristics; *Teacher Effectiveness; Teacher Role; Theories

The monograph summarizes findings from two research areas: teacher effectiveness and teacher decision making practices. Paradigms for research on teaching, characteristics of an effective teacher, generalizations about teachers' decision making, decision making models, and the relationship of teacher self-efficacy and teacher behaviors are reviewed. Implications for handicapped students include the importance of instructional consultation and meeting individual students' and groups of students' instructional needs. Research paradigms include: process-product paradigm, mediating-process paradigm, classroom ecology paradigm. Effective teacher characteristics are outlined for such areas as classroom management, instructional organization, lesson presentation, teacher beliefs, and teacher practices. Generalizations from the research on teacher decision making are discussed in six categories: the kind of information used, focus of instructional planning, use of curriculum objectives, judging the lesson implementation, use of time, and accuracy in judging student performance. Four decision-making models are considered which focus on: (1) teacher decision making, (2) supervision, (3) teacher education, and (4) instructional improvement. Finally, the research on teachers' beliefs concerning self-efficacy and their effects on teacher effectiveness is discussed. Sixty-two references are appended. (Author/DB)

ED 293 282 EC 202 481

Downing, June
Active vs. Passive Programming: A Critique of IEP Objectives for Students with the Most Severe Disabilities.
PUB DATE- Dec 87
NOTE- 21p.; Paper presented at the Annual Conference of the Association for the Severely Handicapped (TASH) (14th, Chicago, IL, October 29-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Competency Based Education; *Diagnostic Teaching; Early Childhood Education; Educational Needs; Educational Therapy; Elementary Secondary Education; *Individualized Education Programs; *Multiple Disabilities; Physical Activity Level; *Physical Disabilities; *Severe Disabilities; Student Development; *Student Educational Objectives; Student Evaluation
IDENTIFIERS- *Active Learning

This study investigated the quality of programming for students (aged 3-20) with severe multiple disabilities. The study sought to determine whether physical disabilities that prevent voluntary movement are a discriminating factor affecting whether active or passive programming is provided. The Individualized Education Programs of 35 students with severe multiple disabilities were evaluated to determine the number of age-inappropriate and nonfunctional objectives, criterion-referenced objectives, and passive versus active objectives. Students were divided into two groups based on their ability or inability to use at least one hand to manipulate objects. Both groups of students engaged in a considerable number of age-inappropriate and nonfunctional objectives, suggesting that programming efforts for all students need to be more critically evaluated. The students with physical disabilities that prevented voluntary movement were more often engaged in passive forms of interaction with their physical and social environments than the other student group; their percentage of active objectives and criterion-referenced objectives decreased. (Author/JDD)

ED 293 297 EC 202 496

Johnston, Lynne; And Others
Setting Limits: Tips for Parents of Young Children. Project Enlightenment.
Wake County Public School System, Raleigh, N.C.
PUB DATE- 87
NOTE- 22p.; For related documents, see EC 202 488-497.
AVAILABLE FROM- Project Enlightenment, 501 S. Boylan Ave., Raleigh, NC 27603 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Patterns; *Behavior Problems; *Childhood Attitudes; Discipline; Interpersonal Communication; *Parent Child Relationship; *Parenting Skills; *Parent Role; Self Control

This pamphlet presents guidelines and tips for parents on setting limits for the behavior of young children. The need for limits and the goal of teaching children self-control are explained. Some general guidelines for limit setting are provided which include making the limits age-appropriate, recognizing the child's need for practice and repetition and to test or try out new limits, and understanding the importance of follow through and a calm, definite attitude. Next, specific tips for setting limits are presented: (1) be specific and clear; (2) be simple, brief, and to the point; (3) state directions positively; (4) use hard-line phrases selectively; (5) offer alternatives for unacceptable behavior; (6) replace threats with clear expectations and consequences; (7) eliminate questions you really don't mean to ask; (8) avoid labeling; (9) avoid ambivalent words; (10) replace authoritarian words; (11) offer choices when possible; (12) avoid comparisons with other children; and (13) use external references (e.g., clock, activity, signal) for setting limits. Additional suggestions concerning timing and limit setting include establishing routines, pointing out the sequence of activities, allowing time for transition from one activity to another, recognizing that it can be hard for children to stop an activity, and preparing children for new situations. (VW)

ED 293 312 FL 017 288

Cothran, Bettina F.

Languages for Business Means Business for Languages.

PUB DATE- May 87
NOTE- 8p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; *College Second Language Programs; Communicative Competence (Languages); *Course Content; Curriculum Development; Field Experience Programs; French; German; Graduate Study; Higher Education; International Trade; *Languages for Special Purposes; Program Descriptions; *Program Design; Public Colleges; School Business Relationship; Second Language Instruction; Spanish; Undergraduate Study
IDENTIFIERS- *Georgia State University

Georgia State University has developed undergraduate applied language programs in commercial French, German, and Spanish combining practical with theoretical studies. The curricula stress the communicative aspect of language, and are based on the content of certification examinations given in France, Germany, and Spain. Two upper-level courses in commercial language are offered in each language, and students are encouraged to take an additional course on the current political, economic, and cultural issues of the target language's country. The language course content includes business vocabulary, the legal structure of business, the banking system, employer-employee relations, general business practice, cultural and social issues, and business correspondence, using the contrastive approach. Authentic materials are used, and special skills such as listening to radio broadcasts and interviewing are stressed. The program includes an internship abroad in cooperation with major corporations. While the program is designed for language students wishing to enter business, it is also useful for business students. Most recently, an advisory board of community leaders in international business has been added to the program. (MSE)

ED 293 327 FL 017 303

Metzger, Leila
Barriers Impact U.S. Marketing to the European Community.

PUB DATE- May 87
NOTE- 17p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Competition; *Culture Conflict; *Economic Change; Economic Climate; Exports; Foreign Countries; *International Trade; *Marketing; Second Language Instruction
IDENTIFIERS- *European Community

For a quarter of a century, the United States has been gradually losing market share in the European Community, which accounts for about one-fifth of world trade. The European Community consumes about one-fourth of United States exports, but this represents only about eight percent of its total imports. Three of the barriers contributing to further decline in trade include trade protectionism on both sides of the Atlantic, concerns for cultural sovereignty, and the economic situation created by the recent enlargement of the European Community to include Spain and Portugal. The challenge is for United States marketers to overcome the obstacles and increase exports to this market, and this may be accomplished through awareness and education. (MSE)

Ottoson, Gerald; And Others
Tutoring Small Groups: Basic Reading.
Literacy Volunteers of America, Inc., Syracuse, NY.
PUB DATE- 85
NOTE- 44p.
AVAILABLE FROM- Literacy Volunteers of America, Inc., 5795 Widewaters Pkwy., Syracuse, NY 13214 ($5.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; Beginning Reading; *Group Dynamics; Instructional Materials; Leadership; Learning Activities; Lesson Plans; *Literacy Education; *Reading Instruction; Record Keeping; Records (Forms); *Small Group Instruction; Teaching Methods; *Tutoring; Volunteers

This guide is intended to acquaint literacy tutors with the techniques of tutoring small groups of learners enrolled in a basic reading program. The first chapter compares one-on-one and small group instruction. Chapter 2 covers the following aspects of organizing a group: interviewing; adding people to established groups; and confirming the first session (preparing, encouraging participation, introducing group members, setting rules, planning the schedule, confirming the site, and discussing and setting goals). The role of the reading tutor in the five stages of group dynamics--forming, storming, norming, performing, and adjourning--is examined. The next chapter covers the following aspects of instructional methodology and materials: language experience and group story activities; sight words; phonics; word patterns; the write-to-read method; journal writing; the practice of reading material written by others; spelling; before-, during-, and after-reading activities; and skills resource files. Chapter 5 contains examples of forms that may be used in recordkeeping and lesson planning for small groups. The final chapter presents comments on small group instruction that were made by literacy tutors. A list of suggested resource concludes the guide. (MN)

ED 293 027 CG 020 675

Rosenbloom, Jonathan, Ed.
Helping Your Child Say No to Alcohol.
Children's Television Workshop, New York, N.Y.
SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
REPORT NO.- DHHS-ADM-87-1500
PUB DATE- 87
NOTE- 29p.; Some illustrations may not reproduce clearly. For a related guide for young people, see CG 020 675.
CONTRACT- ADM-281-85-0015
AVAILABLE FROM- National Clearinghouse for Alcohol and Drug Information, P.O. Box 23451, Rockville, MD 20852.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Alcohol Abuse; Drinking; *Helping Relationship; Parent Child Relationship; *Parent Materials; *Parent Role; Peer Influence; *Preadolescents; *Prevention

This guide was written for parents of preadolescents and young adolescents to help them teach their children to say "No" to alcohol. Illustrated with numerous black and white photographs and other graphics, the guide presents information about drinking among preadolescents and discusses how parents can drink themselves and, at the same time, teach their children not to drink. Ten steps are listed that parents can use to help their preadolescent avoid alcohol use. Seven reasons children give for why they drink are presented and discussed. Ways that alcohol can affect the brain and body are presented. Techniques are given to help parents keep communication lines open between them and their children. A list of parental pitfalls is included. Suggestions are given for helping children build self-confidence and deal with peer pressure. Symptoms of drinking are listed and steps parents can take if they suspect their child is drinking are discussed. The importance of family ties and of spending time together as a family is emphasized. The use of advertising in promoting alcohol use is considered. The document concludes with a list of resource groups for parents. (NB)

ED 293 057 CG 020 705

Cunningham, Michael R.; And Others
Dual Processes in the Effects of Mood on Helping Behavior.
PUB DATE- Aug 86
NOTE- 7p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; College Students; *Helping Relationship; Higher Education; *Models; *Prosocial Behavior
IDENTIFIERS- *Moods

The most general explanation of the impact of positive and negative affect on prosocial behavior has been based on the notion that prosocial responses are self-reinforcing. Accordingly, people who are feeling good are inclined to help others in order to maintain their pleasant affect, whereas those who are feeling badly are likely to help in order to alleviate their negative moods. An alternative formulation, the Dual Process model of mood, suggests that positive mood produces an expansive orientation, increasing interest in social and other activities while negative mood produced an egocentric orientation, increasing personal instrumental concerns. This experiment tested the Dual Process model to explore the effects of induced positive, negative, and neutral moods on helping, under conditions of high or low social inducement, with a helping task having positive or negative interest valence. A 3 (Mood Manipulation) x 2 (Task Valence) x 2 (Social Inducement) experimental design was used to test effects of mood on helping. Subjects (N=120) were college students in a General Psychology course at a large southeastern university. Positive mood was found to increase helping primarily under conditions of high social inducement, which had minimal impact on negative and neutral mood subjects. Negative mood, by contrast, increased helping when the task had a positive interest valence, which had little effect for positive and neutral subjects. (Author/ABL)

ED 293 072 CG 020 720

Dennis-Small, Lucretia
Interagency Child Abuse Network Project. Final Report. September 1, 1985, through August 31, 1987.
Texas State Dept. of Human Services, Austin. Office of Strategic Management, Research, and Development.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 30 Sep 87
NOTE- 65p.; Best copy available.
GRANT- OHDS-06C23-11
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Agency Cooperation; *Child Abuse; *Cooperative Planning; *Interdisciplinary Approach; Models; *Teamwork

This document reports on the 2-year Interagency Child Abuse Network (ICAN) Project which was funded by the Texas Department of Human Services to provide a model through which agencies (police, courts, and others) could develop a team approach to handling child abuse cases. Chapter 1 reviews the background and origin of the project. Chapter 2 states the project's goals and objectives, noting that the project was created to: (1) develop a network of agencies that could implement a team approach to handling child abuse cases; (2) facilitate an ongoing forum for interagency planning, cooperation, coordination, communication, and resolution of issues; and (3) develop written interagency procedures and protocols for reporting and responding to child abuse cases. Chapter 3 concentrates on first-year operations, including accomplishments and problem areas. Chapter 4 focuses on second-year operations. Chapter 5, Lessons Learned, concludes that the project was an effort worth making. It discusses pitfalls to avoid in implementing such a project and offers recommended approaches. Relevant materials are appended. (NB)

ED 293 115   CS 009 122

Shuman, R. Baird
The First R: Fundamentals of Initial Reading Instruction. Developments in Classroom Instruction.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1833-8
PUB DATE- 87
NOTE- 162p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Basal Reading; *Beginning Reading; Computer Assisted Instruction; Computer Software Reviews; Elementary Education; Language Experience Approach; Learning Processes; Linguistics; Miscue Analysis; Phonics; *Reading Instruction; Reading Materials; *Reading Processes; Reading Readiness; Reading Writing Relationship; Teacher Attitudes; Teaching Methods
IDENTIFIERS- Dialect Readers; Reading Concepts; Reading Motivation

Addressing subjects ranging from reading readiness to phonics, this book examines several fundamental elements of beginning reading instruction. Divided into 12 chapters, the book begins with a chapter providing a general overview of reading instruction, including the debate between the perception of reading as decoding or comprehension, and other current concerns in teaching reading. The second chapter discusses different activities for encouraging early readers, such as questioning techniques and rereading favorite books. In the third chapter, diverse classifications of early learning processes are presented, with discussions focusing on incremental learning, the criterion of difficulty, and Albert North Whitehead's theory of necessary antecedents. Other chapters consist of: (1) "When Are Children Ready to Read?" (2) "How Computers Help Children Learn to Read"; (3) "The Language Experience Approach to Teaching Reading"; (4) "Phonics and Reading Instruction"; (5) "Linguistics and Reading Instruction"; (6) "Learning from Misreadings: A Look at Miscue Analysis"; (7) "Dialects and Early Reading Instruction"; (8) "The Pros and Cons of Basal Readers"; and (9) "Reading's Past and Future." (Twenty pages of footnotes are appended.) (MM)

ED 293 130 CS 211 121

Tone, Bruce; Winchester, Dorothy

Computer-Assisted Writing Instruction. ERIC Digest Number 2, 1988.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 4p.
GRANT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Assisted Instruction; Computer Oriented Programs; Computers; Elementary Secondary Education; Revision (Written Composition); Technological Advancement; *Word Processing; Writing Improvement; *Writing Instruction; Writing Skills; Written Language
IDENTIFIERS- Computer Services; ERIC Digests; *Technology Assessment; Writing Implements; Writing Tasks

Reports in the ERIC database have found that computer-assisted writing instruction has some effect--if not a dramatic impact--in both the quantity and quality of student writing. Although computers are becoming more common in schools, the influx of computers into schools may not assure students ample opportunity to use them. Limited time-on-task may be one of the reasons. However, the computer will almost certainly become more and more a part of the lives of students, whatever the limits of the experience they have in using computers in school. The computer's great advantage for writers who know how to compose on one is its facilitation of revision. (Twenty references are included.) (JK)

ED 293 173 CS 506 097

Hallmark, James R.; Downs, Timothy M.

Group Participation in the Organization: Social Loafing as a Limitation of Group Effectiveness.

PUB DATE- Nov 87
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Brainstorming; Communication Research; Comparative Analysis; *Group Dynamics; Longitudinal Studies; *Organizational Communication; *Organizational Effectiveness; *Participative Decision Making; Social Behavior; Social Influences; Social Psychology
IDENTIFIERS- Organizational Research; *Social Loafing

Organizational studies traditionally take the position that the more people involved in group decision making the more ideas will be generated. Recent studies demonstrate that people have a tendency to "loaf" in group situations and thus decrease the level of effort exerted by individual group members. This paper first reviews the literature on social loafing and then analyzes the results of a longitudinal study which used brainstorming tasks. Subjects, 31 students in a small group communication course at a large midwestern university, were given individual and group brainstorming activities to complete 4 times during an 8-week period. Results indicated that subjects contributed fewer ideas in a group brainstorming activity in comparison to an individual effort on a similar task. Also, social loafing appears to occur over an extended period of time. Findings show that social loafing does appear in communication contexts and thus suggest the communicative relevance of social loafing for organizational research. (Three tables are included, and 31 references are appended.) (MS)

ED 293 201 EA 019 934

Lyman, Lawrence R.
The Principal: Responsive Leadership in Times of Change.

PUB DATE- Jan 88
NOTE- 27p.; Paper presented at the Annual Meeting of United School Administrators Of Kansas (Wichita, KS, January 29, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Creativity; Elementary Secondary Education; *Instructional Leadership; *Leadership Qualities; *Leadership Responsibility; *Occupational Information; *Principals; School Effectiveness; Time Management
IDENTIFIERS- *Administrator Effectiveness

Principals must have a clear sense of the mission of the school and a vision of what it can accomplish. They can be effective leaders by setting personal goals and regularly assessing personal achievements and by nuturing creativity in themselves and others. Personal qualities of effective leaders include the following: (1) self-management; (2) physical and emotional wellness; (3) time management; (4) professional growth; and (5) the highest standards of moral, ethical, and professional conduct. Professional qualities of effective leaders include the following: (1) exhibiting skill in written and oral communication and listening; (2) ensuring that educational opportunities are provided for all students and that all students are mastering essential skills and competencies; (3) involving school staff in decisions that affect their areas of expertise; (4) serving as instructional leader for the staff; (5) empowering staff to succeed by goal setting, inservice training, and providing appropriate information; and (6) enhancing the self-esteem of staff and students by demonstrating belief in their abilities, showing concern for their individual needs, and acknowledging their successes and accomplishments. Appended is a list of 36 suggested readings. (MLF)

ED 293 229 EC 202 078

Majewski, Janice
Part of Your General Public Is Disabled. A Handbook for Guides in Museums, Zoos, and Historic Houses.
Smithsonian Institution, Washington, DC. Office of Elementary and Secondary Education.
PUB DATE- 87
NOTE- 96p.
AVAILABLE FROM- Smithsonian Institution, Office of Elementary and Secondary Education, Arts and Industries Building, Room 1163, Washington, DC 20560 ($8.00 manual, also available in audio cassette and braille formats; $75.00 videotape--open captioned).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accessibility (for Disabled); Assistive Devices (for Disabled); Communication Aids (for Disabled); *Disabilities; Individual Needs; *Museums; *Normalization (Handicapped); *Public Relations; Sensory Aids; Tactile Adaptation; Zoos

Addressed to docents, the manual presents general guidelines for making public tours of museums, historic buildings, and zoos more accessible to handicapped persons. Information on eight major disability groups is provided (mental retardation, learning disabilities, hearing impairments, visual handicaps, mobility impairments, cerebral palsy, mental illness, and severe communication disabilities), as well as on sensory and mobility changes that all older adults experience. It is noted that some disabled persons have needs that require the docent to rethink the basic structure of a program or substantially adapt the method of presentation. For each disability, related terminology is defined, emergency procedures noted, and specific suggestions offered for adapting the tour to meet the needs of the handicapping condition. For example, suggestions for adapting a tour for visually handicapped persons explore the following topics: evaluating the accessibility of the facility, introducing oneself, starting with a verbal orientation, offering assistance, speaking clearly and with enthusiasm, choosing an uncluttered route, including touchables in the tour, and using supplemental aids. A resource section presents a chart on epilepsy and how to assist a seizure victim, a list of agencies serving disabled individuals, and a selected bibliography. (JW)

ED 293 255 EC 202 454

Moffitt, Karen
Learning Disabilities in Children with Malignancies.
PUB DATE- Feb 87
NOTE- 12p.; Paper presented at the Annual International Conference of the Association for Children and Adults with Learning Disabilities (24th, San Antonio, TX, February 25-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Problems; *Cancer; *Case Studies; *Child Development; *Educational Therapy; Elementary Education; Emotional Problems; Holistic Approach; *Learning Disabilities; *Long Range Planning; Medical Services; Mental Health; Oncology; Physical Health; Psychiatric Services

As more children are now able to live with cancer and prepare for the future, care of the child with cancer should be directed at producing a child who is mentally healthy and who can function at an age-appropriate level in society. This presentation, given at the "Growth toward Independence" Conference in February 1987, notes the emotional, behavioral, and learning problems associated with cancer and its treatment. Four case studies are presented of children, aged 6-10, diagnosed as having various forms of cancer. Each case study assesses the child's psychological/educational, medical, speech/language, social, and psychiatric status and provides educational, psychiatric, and medical recommendations. (JDD)

ED 293 328 FL 017 304

Ampadu, Lena
Transcending Communication Barriers with West Africa.
PUB DATE- May 87

NOTE- 11p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Communication Problems; *Cross Cultural Training; *Cultural Awareness; Developing Nations; Ethnocentrism; Foreign Countries; Higher Education; Interaction; *Intercultural Communication; *International Trade; Stereotypes
IDENTIFIERS- *Africa (West)

Americans doing business with West Africans are limited in their ability to communicate successfully in that part of the world because of language, stereotyping, and ethnocentrism. Americans must become accustomed to British patterns of speech and writing. Stereotypes of Africa, its people, and its cultures perpetuated by the media keep Americans from recognizing and appreciating the great diversity of the continent. American ethnocentrism and attitudes about foreign cultures in general also create a barrier to communication. Americans must consciously explore African culture and economy to understand the West African perspective. (MSE)

ED 292 960 CE 049 880

Hope, Robert; And Others
Multidisciplinary Approach to Rehabilitation. Report from the Study Group. Institute on Rehabilitation Issues (13th, Little Rock, Arkansas, October 1986).
Arkansas Univ., Hot Springs. Arkansas Rehabilitation Research and Training Center.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 86
NOTE- 89p.
GRANT- G0083C0010/05
AVAILABLE FROM- Publications Department, Arkansas Research and Training Center in Vocational Rehabilitation, P.O. Box 1358, Hot Springs, AR 71902 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Role; Counselor Role; *Delivery Systems; Educational History; *Educational Improvement; *Educational Innovation; *Interdisciplinary Approach; Postsecondary Education; Program Administration; Teaching Methods; *Vocational Rehabilitation

This manual is the response of a National Institute on Rehabilitation Issues (IRI) Prime Study Group to charges given to the group by the National IRI Planning Committee to develop a meaningful training and resource document on the multidisciplinary approach to vocational rehabilitation. The guide is organized in seven chapters that cover the following topics: (1) the historical development of the multidisciplinary approach to rehabilitation; (2) the multidisciplinary approach: implications for leadership in the national program; (3) state vocational rehabilitation administrators: response to a changing environment; (4) management for the future: a priority; (5) the counselor's role in the multidisciplinary approach; (6) impact on service delivery; and (7) improving rehabilitation programs through networking. A reference list is also included. Appendixes include the study group membership list, a list of organizations concerned with vocational rehabilitation program development, an outline of counselor techniques for case management, and a summary of the "Valley Project," a demonstration of multi-agency services considered to be a model for transitional services from school/institution to community. A marketing audit for a job development and placement program is also provided. (KC)

ED 292 973 CE 049 901

Naylor, Michele
Improving Basic Skills of Vocational Education Students. ERIC Digest No. 69.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 4p.
CONTRACT- RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Education; *Articulation (Education); *Basic Skills; Competency Based Education; Educational Strategies; *Fused Curriculum; High Schools; Problem Solving; Program Content; Program Development; *Skill Development; Teaching Methods; *Vocational Education
IDENTIFIERS- Academic Development Plans; ERIC Digests

The educational excellence movement has made an academic curriculum a high priority for all high school students, including the 40 percent who do not go on to college. The joint efforts approach to incorporating basic skills into the vocational curriculum is based on the following assumptions: (1) academic skills are embedded in vocational education; (2) vocational tasks provide for realistic use of academic basic skills, and connecting academic learning with application strengthens students' basic skills; and (3) neither academic basic skills nor vocational skills should be taught in isolation from each other. Vocational and academic teachers who desire to develop an integrated and articulated program in which vocational students can receive instruction in the basic skills have three main options: sharing, teaming, and crossing over (from vocational to academic education or vice versa). Each of these options can be used in all types of programs, including traditional vocational programs, compensatory and support-oriented programs, and alternative programs such as those based on learning centers and laboratories. Student learning contracts, visiting consultants or specialists, cooperative programs, competency-based education, applied learning in a problem-solving mode, and Academic Development Plans (ADPs) are all effective in programs infusing academic instruction into the vocational curriculum. Like Individualized Education Plans, ADPs describe a student's present level of educational performance, state annual goals, and identify appropriate objective criteria, evaluation procedures, and schedules for determining whether or not these objectives are being achieved. (MN)

Leonard, Janet
Wordprocessing and Language Skills. A Practical Handbook for ABE Tutors.
Adult Literacy and Basic Skills Unit, London (England).
REPORT NO.- ISBN-0-906509-87-4
PUB DATE- Jun 87
NOTE- 134p.
AVAILABLE FROM- Adult Literacy & Basic Skills Unit; Kingsbourne House, 229/231 High Holborn, London WC1V7DA, England (3 pounds).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Bilingual Education; Computer Uses in Education; Foreign Countries; Illiteracy; *Language Skills; Learning Activities; Reading Comprehension; Reading Skills; Teaching Guides; *Word Processing; *Writing Skills

This practical manual is designed for teachers involved in adult basic education (in particular, teachers of bilingual and adult literacy students) who would like to introduce their students to word processing through the language curriculum. A range of activities linking language and word processing skills is suggested. The tasks can be approached either as stimuli for learning word processing skills or as language exercises that happen to make use of a word processor. All the activities are accompanied by suggestions as to how they can be integrated into the language curriculum. For each of the 30 tasks, the following components are provided: overview of the tasks, word processor task, language task, pre-computer work for students and teacher, follow-up exercise(s), materials the teacher should prepare, and notes to the teacher. Representative language tasks are simple creative writing, paragraphing, punctuation, upper/lower case, parts of speech, multiple choice--structure or vocabulary, proofreading, refining text, cloze, the language of questions and answers, vocabulary extension, writing a curriculum vitae, letter writing, sequencing, reading comprehension, homophones, roots and suffixes, summary writing, group composition, style and register, and spelling. Appendixes include advice on the choice of a suitable word processor and printer and a glossary of terms. (YLB)

ED 292 999 CE 049 941

Child Care Services for Job Corps. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 23 Jul 87

NOTE- 74p.; Serial No. 100-39. Some pages contain small, light type.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Day Care; *Educational Legislation; Employed Parents; Employment Problems; *Employment Programs; Family Problems; *Federal Legislation; Financial Support; *Public Policy

IDENTIFIERS- Congress 100th; *Job Corps; *Job Training Partnership Act 1982

This congressional report contains testimony pertaining to extending child care services to the Job Corps Program within the Job Training Partnership Act. The report includes testimony given by representatives of the following agencies and organizations: Management Training Corporation; the Los Angeles Job Corps Center; the Parent and Child Guidance Center in Pittsburgh, Pennsylvania; the National Job Corps Alumni Association; the Mental Retardation Program, the Kennedy Foundation; the U.S. Department of Labor; Women in Community Service; the Young Women's Christian Association, the Children's Defense Fund; and the Joseph P. Kennedy, Jr. Foundation. (MN)

ED 293 013 CG 020 660

Lowe, Dennis W.; And Others
Alcohol and Drug Use of College Students: The University's Response.
PUB DATE- 28 Aug 87
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Alcohol Abuse; *College Programs; College Students; *Drinking; *Drug Abuse; Drug Use; Higher Education; *Prevention; Program Development; Student Attitudes; *Student Behavior; *Substance Abuse

A project was initiated at one private, liberal arts college to respond to the substance use/abuse issues on campus. As a first step in designing the project, a study was conducted to assess the nature and extent of alcohol consumption and drug use by the students. Students (N=247) completed a 10-page questionnaire addressing topics such as consumption patterns, effects of drinking, change in drinking habits since entering college, student perceptions of their parents' attitudes toward their drinking, drug use, and problems associated with drug use. A minority of students reported using drugs, while a majority reported being consumers of alcohol. The results showed that students varied in their drug and alcohol use from abstainers to heavy users. They also differed in their reasons for using these substances, the contexts in which they use them, and the effects they experienced as a result of their use. It is recommended that the university consider various approaches to address diverse populations and to establish procedures designed to prevent substance abuse problems and provide assistance to those for whom alcohol/drug use is a problem. Nine steps completed in the university's Alcohol and Drug Project are listed, eight recommendations for similar efforts at other universities are suggested, and recommendations for efforts at the study university are appended. A 6-page reference list is included. (Author/NB)

ED 293 042 CG 020 690

Minnesota Health Statistics 1985. 35th Annual Summary Report .

Minnesota State Dept. of Health, Minneapolis. Center for Health Statistics.

PUB DATE- Nov 87
NOTE- 166p.; For 1984 statistics, see ED 276 923.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Abortions; *Birth Rate; *Death; Demography; Divorce; *Health; Infant Mortality; *Marriage; Occupational Diseases; *Occupational Safety and Health; Population Trends
IDENTIFIERS- *Minnesota; *Vital Statistics

This document contains the 35th annual summary of vital statistics prepared by the Minnesota Center for Health Statistics of the Minnesota Department of Health. The introduction contains technical notes on changes in the summary format, sources of data, data quality, geographic allocation, and definition of rates. Trends of the 1970s and the 1980s are discussed in the areas of the rate of natural increase for the state, live births, infant mortality, reported induced abortions, deaths, marriage and divorce, and hospital utilization. Fifty-eight data tables and 25 figures are provided in the areas of: (1) an overview of 1985 vital statistics; (2) live births; (3) reported induced abortions; (4) fertility; (5) infant mortality and fetal deaths; (6) general mortality; (7) marriage and divorce; (8) occupational illness and injury; and (9) population. The appendices contain definitions of terms, data collection instruments, and a map of Minnesota health districts and offices. (NB)

ED 293 087 CS 009 083

Clawson, Kenneth; Paterno, JoAnna

Inferred Self-Concept as Learner as It Relates to Reading Achievement and Gender: Kindergarten and First Grade Students.

PUB DATE- Nov 87
NOTE- 21p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Females; Grade 1; High Achievement; Kindergarten; Low Achievement; Males; Primary Education; *Reading Achievement; Reading Research; *Self Concept; Self Concept Measures; *Sex Differences; Teacher Role
IDENTIFIERS- Florida Key Scale

In addition to investigating the differences in inferred student self-concept scores of high reading achiever (HRA) and low reading achiever (LRA) kindergarten and first grade students, a study examined the relationship of self-concept and reading achievement by gender. Six kindergarten and four first grade teachers from central Kentucky evaluated 100 students' self-concept as learner by using the Florida Key, with subscores for self-concept factors of relating, asserting, coping, and investing. The 50 HRAs and 50 LRAs consisted of 49 males and 51 females, further subdivided into 18 HRA males, 32 HRA females, 31 LRA males, and 19 LRA females. Teachers also identified the five highest and five lowest reading achievers on their class list. Results indicated that HRAs received higher self-control scores than LRAs. A large number of females had high self-concepts as learners and were also HRAs, and a high percentage of males had low self-concepts and were LRAs. Both males and females who had low self-concepts as learners were also LRAs. (Tables comparing self-concept scores of LRAs and HRAs, self-concept scores of female and male HRAs, and self-concept scores of female and male LRAs are included, and 19 references are appended.) (MM)

ED 293 101 CS 009 105

Blake, Susan M.
The Effect of Bibliotherapy on the Self-Esteem of Sixth Graders.
PUB DATE- May 88
NOTE- 44p.; Master's Thesis, Kean College.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Bibliotherapy; *Grade 6; Group Dynamics; Intermediate Grades; Reading Instruction; Reading Research; *Self Esteem; Supplementary Reading Materials

A study tested the hypothesis that the self-esteem of a group of six sixth graders would be raised through the employment of a bibliotherapeutic program. Self-esteem was measured before and after the program by the "Culture-Free Self-Esteem Inventory for Children Form A." The subjects, who were from low, average, and above average reading groups, participated in independent silent reading, group oral reading, and group discussion of the children's novel "Shadow of a Bull" by Maia Wojciechowska. Forty-five minute meetings were held after school once a week for a six-week period. Results (a table of data is included) showed that while four students experienced gains, raising their posttest raw scores one to five points, one student experienced a decrease of two points, and another student's score was equivalent to that of the pretest. A comparison of the means of the pre- and posttest results shows that the study's hypothesis was supported by the modest, but not statistically significant, increase in scores. (An extensive review of related literature on bibliotherapy is included, 54 references, and students' pre- and posttest scores are attached.) (ARH)

ED 293 145 CS 211 138

Biggs, John B.
Students' Approaches to Essay-Writing and the Quality of the Written Product.

PUB DATE- Apr 88
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Essays; Foreign Countries; Grade 11; Graduate Students; Higher Education; High Schools; *Reading Comprehension; Word Processing; *Writing Evaluation; *Writing Processes; Writing Research; Young Adults
IDENTIFIERS- *Ideation; Levels of Processing; Process Models; Text Learning; Writing Models; Writing Strategies

Studies of text comprehension have suggested that readers focus on different levels of ideational unit while reading, thereby affecting the quality of their comprehension of the text. A study examined the viability of the deep-surface categorization with regard to essay-writing and the relation of different approaches to writing to the quality of the written outcome. A "process x level" model of essay writing was used to classify the approach used by 24 student writers, ranging from grade 11 to graduate school, who were interviewed about the way they were handling a current assignment. Three groups were distinguished: (1) deep (where focus was consistently high throughout planning, composing, and revising); (2) surface (where focus was consistently low); and (3) mixed (where focus varied). Completed essays were evaluated on: grade, length, structure, and mode. Results stated that writers using a deep approach achieved higher grades overall, but some writers using mixed and surface approaches achieved high grades through sheer length and wealth of detail. Also all deep-produced essays were genre-appropriate, while all surface-produced were genre-inappropriate. Findings suggest that the deep approach is clearly associated with desired outcomes, but that there are factors in the classroom ecology that encourage a low focus and minimal process activity. (Seven tables of data are included, and two notes and 20 references are appended.) (MS)

ED 293 159 CS 211 161

Schwartz, Susan
All Write! A Teacher's Guide to Writing, Grades K to 6. Curriculum Series 55.
Ontario Inst. for Studies in Education, Toronto.
REPORT NO.- ISBN-0-7744-0315-2
PUB DATE- 87
NOTE- 113p.
AVAILABLE FROM- OISE Press, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($16.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Instruction; Curriculum Development; Editing; Elementary Education; Foreign Countries; Story Telling; Student Publications; Student Writing Models; Teacher Student Relationship; Teaching Methods; Writing Evaluation; *Writing Improvement; *Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- Author Text Relationship; *Beginning Writing; Canada; Inventive Spelling; Story Writing; Text Design; Topic Selection; *Writing Strategies; Writing Tasks

Directed towards elementary teachers interested in improving their writing programs, this guide focuses on motivating teachers to involve themselves and their students in the writing process. Each of the 12 chapters contains practical step-by-step procedures on implementing the writing process, and sample activities are illustrated. The first chapter discusses preparations needed for the classroom writing process, such as student writing folders, materials for writing, and scheduling a daily writing time. The second chapter deals with activities which introduce the writing process to students, including the question-and-answer technique, first draft writing and "inventive" spelling, and story telling. Other chapters include: (1) "Conferencing and Revising"; (2) "Choosing Topics for Storywriting"; (3) "Developing a Sense of Authorship"; (4) "Publishing Student Writing"; (5) "The Computer and the Writing Process"; (6) "How Can Parents Help?" (7) "Evaluation of Student Writing"; and (8) "Student Worksheets." (Student writing models are included, and 14 references are appended.) (MM)

ED 293 187 CS 506 112

Aitken, Joan E.
The Role of Language and Gender in "The Transformers": An Analysis of Messages in Cartoons for Children.
PUB DATE- Oct 86
NOTE- 36p.; Paper presented at the Annual Meeting of the Organization for the Study of Communication, Language, and Gender (October 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cartoons; *Childrens Television; *Commercial Television; Language; Popular Culture; Robotics; Sexual Identity; Socialization; Technological Literacy; Television Research; Television Viewing; *Toys; Violence
IDENTIFIERS- Toy Industry

New technologically-oriented cartoons have been developed in the 1980s, and they may influence the attitudes and behaviors of their viewing audiences, who are comprised primarily of male children. A study analyzed "The Transformers" television program (a new robotic cartoon consisting of a mixture of violence, technology, space travel, and galactic adventure) specifically by examining the language, violence, and characters of the cartoon. The program was precipitated by two major forces: superhero cartoons and toy manufacture. The innovative toys, which can be manipulated to create various figures, contributed to the immense popularity of the program. To obtain information on children's perceptions of "The Transformers" television shows, 34 youngsters were asked to complete a questionnaire on the program and participate in an oral discussion about the cartoons, which they generally liked. At the same time, to analyze the program content, 37 college students rated "The Transformers" as to violence, characters, and language. Results indicated serious problems with the animated robotic adventure that included: inappropriate technical language, a complexity of evil lines, and a harsh way to portray a good moral. Although Transformer toys have given children a creative and modern puzzle form, the extension of "The Transformers" into a television series has negative associations for children. (Thirty-four references and one table are appended.) (MS)

ED 293 215 EA 019 961

Huenecke, Dorothy
An Analysis of Curriculum Dissertations: 1976-1985.
PUB DATE- Apr 87
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Analysis; *Curriculum; Curriculum Development; Curriculum Evaluation; *Curriculum Research; *Doctoral Dissertations; *Research Methodology; Tables (Data)

In this study, 484 dissertations written from 1976 to 1985 were reviewed to determine the content of curriculum dissertations and the methodology employed. "Dissertation Abstracts International" was the data source for dissertations. Sixteen categories emerged as appropriate for classifying the content foci of the studies. Descriptions and examples for each category are provided. When the larger topics are utilized, 43 percent of the dissertations addressed curriculum making, 11 percent dealt with curriculum in the classroom, 20 percent focused on curricular components, and 8 percent concerned forces bearing on curriculum. No significant trends appeared when the first half of the period was compared with the second half. In almost two-thirds of the studies, either no level of schooling was identified or the K-12 range was investigated. Twelve categories of methodology were revealed in the analysis. The most common approach involved a questionnaire or survey; nearly one-third of the studies employed this device as a major data collection technique. Over the 10-year period under consideration, 104 institutions granted degrees to those conducting curriculum research for their dissertations. A table lists the 33 institutions that graduated at least 5 such persons from 1976-1985. (MLF)

ED 293 242 EC 202 091

Early Intervention Research Institute. Final Report.
Utah State Univ., Logan. Early Intervention Research Inst.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 1 Oct 87
NOTE- 353p.; Prepared by the Developmental Center for Handicapped Persons.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Comparative Analysis; *Cost Effectiveness; Developmental Disabilities; *Disabilities; Downs Syndrome; Early Childhood Education; Educational Research; Hearing Impairments; Infants; *Intervention; Language Handicaps; Paraprofessional School Personnel; Parent Participation; Preschool Education; *Program Effectiveness; Program Evaluation; Special Health Problems; Synthesis; Young Children
IDENTIFIERS- *Early Intervention; Single Subject Research Design

An overview is provided of a 5-year project conducted by the Early Intervention Research Institute (EIRI) which focused on the effects and costs of early intervention for young handicapped children. The bulk of the document consists of research reports of 14 investigations: (1) meta-analysis of the early intervention efficacy literature; (2) cost-effectiveness of half-day and full-day preschool special education programs; (3) early intervention with hearing impaired children; (4) cost-effectiveness of paraprofessionals versus professionals in early intervention; (5) cost-benefit analysis of the Abecedarian program; (6) quantitative synthesis of single-subject research; (7) cognitive intervention with developmentally delayed preschoolers; (8) effects of differing levels of parent involvement on preschoolers' development and behavior problems; (9) intervention for infants with intraventricular hemorrhage; (10) cost-effectiveness of parent and clinic early intervention for children with language handicaps; (11) analysis of special education early childhood projects approved by the Joint Dissemination Review Panel; (12) economics of early intervention; (13) follow-up study on intraventricular hemorrhage; (14) Down Syndrome parent involvement. Activities of the EIRI in improving the quality of efficacy research, influencing early childhood legislation, and making practitioners and researchers more aware of the importance of collecting both costs and effects data in the early intervention field are also discussed. (JW)

ED 293 269 EC 202 468

Thurlow, Martha L.; And Others

Student Cognitions: Implications for Effective Instruction of Handicapped Students. Monograph No. 6. Instructional Alternatives Project.

Minnesota Univ., Minneapolis.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- May 87
NOTE- 35p.; For related documents, see EC 202 465-467.
GRANT- G008430054
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Attribution Theory; *Classroom Environment; *Cognitive Processes; Cognitive Restructuring; Elementary Secondary Education; Intervention; *Mild Disabilities; Opinions; Self Concept; *Student Attitudes; Student Motivation; *Teacher Effectiveness; Teacher Student Relationship

The monograph summarizes research on students' beliefs or ideas about: (1) teachers' instructional behavior, (2) cognitive processes used during instruction, (3) differential treatment by teachers, (4) attributions for student performance, and (5) classroom learning environments. Students' cognitions or thought processes during instruction are considered to be a critical intervening variable between the teacher's delivery of instruction and student achievement. Three major implications for assessment and instructional intervention for mildly handicapped students are addressed: (1) there is evidence that assessment of the relationship between student attention and achievement should include student self-report; (2) teachers should use student interpretations and information to improve instructional effectivenness; and (3) when students are consistently unengaged or exhibit high rates of off-task behavior, teachers should check the appropriateness of the instructional match and student beliefs about their ability to succeed. Fifty-five references are appended. (Author/DB)

ED 293 283 EC 202 482

Foxx, R. M.; And Others
Teaching a Generalizable Language Strategy.
PUB DATE- Oct 87
NOTE- 15p.; Paper presented at the Annual Conference of the Association for the Severely Handicapped (TASH) (14th, Chicago, IL, October 29-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basic Skills; Case Studies; *Communication Disorders; Cues; Echolalia; Elementary Secondary Education; *Generalization; Interaction; *Language Acquisition; Learning Strategies; Maintenance; Prompting; Responses; *Severe Disabilities; Speech Skills; *Training Methods; Verbal Ability; *Verbal Communication; Verbal Development; Verbal Stimuli; Vocabulary Development

This paper describes the development and use of language training procedures, referred to as cues-pause-point procedures, that rely on behavioral principles and simple and natural teaching procedures and that are exhibited in many normal parent-child or teacher-student verbal interactions. The procedures have been effective in teaching severely language deficient and language-disordered individuals with a wide variety of speech problems, including immediate and delayed echolalia, perseverative or tangential speech, nonsensical or unrelated speech, and virtually no speech. The procedures teach individuals to provide functional verbal responses to trained verbal input (i.e., to say "fine" when asked how are you); they also provide an interactive communication strategy that increases the likelihood of appropriate responses to untrained or novel verbalizations. The main goal is to produce the appropriate verbal response quickly so that the major training focus can be on maintaining it through a series of fading steps. A case study is presented of a severely mentally handicapped boy who was trained to respond to five stimulus-response pairs in a particular setting and was able to generalize his skill to other settings and to maintain his new communicative strategy. (JDD)

ED 293 298 EC 202 497

Helms, Rose; Blazer, Doris
What about the Children? Dealing with Death. Project Enlightenment.
Wake County Public School System, Raleigh, N.C.
PUB DATE- 86
NOTE- 28p.; For related documents, see EC 202 488-497.
AVAILABLE FROM- Project Enlightenment, 501 S. Boylan Ave., Raleigh, NC 27603 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Childhood Attitudes; *Death; *Emotional Problems; *Emotional Response; Family Relationship; *Grief; Parent Child Relationship; *Parent Role
IDENTIFIERS- *Funerals

This pamphlet offers practical guidance to parents of young children who have experienced the death of a close relative or other loved one. It is intended to explain the child's emotional needs and assist the parent in planning for the child's involvement in the various stages of the death-funeral-mourning process. The text is presented as answers to a series of questions, including: (1) when and how should I tell my child about the death?; (2) how do I express my grief to my children?; (3) what can a young child understand about death?; (4) how is my child likely to respond emotionally?; (5) what kind of religious explanations should I offer?; (6) should my child be allowed to see the dead body?; (7) would my child be happier staying with a friend or relative?; (8) what if my child doesn't want to go to daycare or school?; (9) how can I help my child to say goodbye?; (10) should my child attend the funeral?; (11) how can I help my child deal with his feelings of grief?; and (12) how do I know if I should seek professional help for my child? A list of suggested readings is appended. (VW)

ED 293 313 FL 017 289

Dendle, Catherine
Bilingual Business Studies at the Two-Year Liberal Arts College.
PUB DATE- May 87
NOTE- 6p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; *Business Administration Education; *Business Communication; College Second Language Programs; *Field Experience Programs; French; Higher Education; *Languages for Special Purposes; Liberal Arts; Minicourses; Program Descriptions; *Program Design; Relevance (Education); Second Language Instruction; Spanish; *Study Abroad; Two Year Colleges
IDENTIFIERS- *Midway College KY

Midway College, a two-year liberal arts college in Kentucky's Bluegrass region, established a business program emphasizing second language skills in response to the local need for personnel with knowledge of French or Spanish. The program brought together existing business and general studies courses, including geography, and new courses in business French and Spanish and an introductory course in international business. The intermediate language courses offer literature and grammar emphases to transfer students and business communication to the Bilingual Business Program participants. A 6-week summer course abroad (International Living/Learning Experience) prepares students for the second-year intermediate language courses. To complete the program, students must take a local or foreign internship in a business situation requiring foreign language use, and live with a foreign family. Students interested in the thoroughbred horse industry may also take a beginning course in French equine terminology. Other experimental minicourses are offered, including courses in fashion merchandising language and preschool foreign language teaching. Program developments currently anticipated include transfer program articulation, standard curriculum and testing for the two-year program, intermediate language level work exchange programs, business student exchange programs with foreign institutions, and job placement services. (MSE)

ED 293 131   CS 211 122

Writing across the Curriculum: 1983-1987. Focused Access to Selected Topics (FAST) Bibliography No. 2.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- RCS-FAST-BIB-2
PUB DATE- 88
NOTE- 4p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Annotated Bibliographies; Content Area Writing; Elementary Secondary Education; *Writing Across the Curriculum; Writing Exercises; Writing Improvement; Writing Instruction; Writing Skills
IDENTIFIERS- *ERIC Clearinghouse on Reading and Commun Skills; Writing Tasks

A current selection from the many citations of material in the ERIC database, this bibliography offers practical information for introducing and implementing writing across the curriculum programs in elementary and secondary schools. The bibliography is divided into sections on (1) writing across the curriculum (8 citations); (2) writing to learn in different disciplines (6 citations); and (3) program descriptions in the database (8 citations). (JK)

ED 293 256 EC 202 455

Crank, Joe N.
Crucial Learning and Instructional Skills for Skill-Deficient College Students.
PUB DATE- 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cloze Procedure; Cognitive Processes; *College Students; Diagnostic Tests; Educational Diagnosis; Higher Education; Instructional Design; *Learning Disabilities; *Learning Strategies; Reading Ability; *Reading Difficulties; Remedial Instruction; Spelling; Student Characteristics; Student Evaluation; *Study Skills; *Teaching Methods; Undergraduate Students
IDENTIFIERS- United States (Midwest)

This paper reports findings on the academic and intellectual characteristics of undergraduate students attending two midwestern state universities, and outlines specific learning strategies and instructional strategies to alleviate the academic problems of skill-deficient undergraduates. In the first study, the reading performance of 128 college freshmen and sophomores was evaluated using cloze passages from introductory Western Civilization and Sociology textbooks. In another study, a 10th grade-level cloze reading test, the Stanford Achievement Spelling test, and Raven's Progressive Matrices were administered to three groups of undergraduates with varying proficiency levels. Both studies indicated that there exists a sizeable number of skill-deficient students attending institutions of higher education, and spelling skills are equally deficient, if not more deficient, than reading. Colleges should therefore improve students' crucial learning skills and instructors should use specific teaching strategies which may assist students in being successful. Three major categories of necessary learning skills are identified: strategies for the acquisition of content information, for the storage of newly learned information, and for the demonstration of newly learned information. (JDD)

ED 293 329 FL 017 305

Du-Babcock, Bertha; Babcock, Richard D.

The Role of Language in National and Multinational Enterprises in Taiwan.

PUB DATE- May 87
NOTE- 11p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Communication; Case Studies; Chinese; *Communication Problems; English (Second Language); Foreign Countries; *Intercultural Communication; *International Trade; *Language Role; Languages for Special Purposes; Uncommonly Taught Languages
IDENTIFIERS- *Multinational Corporations; *Taiwan

Communication patterns and language use in four national and multinational companies operating in Taiwan illustrate the potential for communication problems when more than one language is in use. The companies include Texas Instruments, Kaohsiung Monomer Company, Ltd., Bank of America, and Cheng-Yia International Corporation. In the four companies, the English and Chinese language proficiency levels vary greatly among management and workers, with pressures for use of a particular language occurring at different work levels and in different work relationships. It is recommended that English language instruction in Taiwan focus more on developing skill levels, providing situational information about language use, and developing interpersonal communication skills for use within the workplace. Improved Chinese language training for English-speaking expatriates in Taiwan is also recommended. (MSE)

ED 292 946   CE 048 862

Rich, Leslie, Comp.; And Others
An Annotated List of Software for Basic Reading and Conversational English. Computer Assisted Instruction Review. Vol. 1.
Literacy Volunteers of America, Inc., Syracuse, NY.
PUB DATE- Oct 86
NOTE- 49p.
AVAILABLE FROM- Literacy Volunteers of America, Inc., 5795 Widewaters Pkwy., Syracuse, NY 13214 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; Adult Reading Programs; Annotated Bibliographies; Beginning Reading; *Computer Assisted Instruction; Computer Software Reviews; Conversational Language Courses; *Courseware; English Instruction; *Literacy Education; *Reading Instruction; *Tutoring

This annotated bibliography reviews 41 pieces of educational software that are marketed for use in basic reading and conversational English programs. A variety of educational games, drill and practice programs, tutorials, problem-solving programs, and utility and authoring systems is included. Reading, math, writing, vocabulary, grammar, spelling, journalism, letter recognition, science, and geography are among the subject areas covered by the individual programs. Each review contains some or all of the following: product name; publisher; cost; publication date; hardware requirements; reading level; interest level; subject area; program type; target audience (student, administrative, individual, group); ratings of the program's user-friendliness, thematic relevance to adults, worth for adult beginning readers, clarity of documentation, and ease of management; comments; and an annotation. (MN)

ED 292 986 CE 049 919

Basic Skills and Unemployed Adults. A Report on ALBSU/MSC Demonstration Projects.

Adult Literacy and Basic Skills Unit, London (England).; Manpower Services Commission, London (England).

REPORT NO.- ISBN-0-906509-86-6
PUB DATE- Mar 87
NOTE- 24p.
AVAILABLE FROM- Same as CE 049 918 except delete price
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Basic Skills; *Communication Skills; *Demonstration Programs; Employment Programs; Foreign Countries; Illiteracy; *Job Training; Literacy Education; *Unemployment
IDENTIFIERS- Great Britain

Six demonstration projects were conducted in England to identify and help meet the basic communication needs of individuals who embarked on work-related skills training. Unemployed adults were divided into two strands. Strand A concentrated on those adults who without significant help with basic communication skills would be unable to reach the threshold of training or employment. Strand B concentrated on those who were already taking part in courses of work preparation but who still needed some help with basic communication skills to make progress. The projects showed that not only do many unemployed adults have difficulties with basic skills, but that it is difficult to separate them arbitrarily into two discrete groups. Strand A projects were particularly successful in improving attainment levels in basic skills among those with real problems and improving their chances of gaining employment. The assumption in Strand B that basic communication skills needs existed within groups attending work preparation courses was confirmed. Assessing needs in a vocational context was both effective and acceptable to trainees. Strand A courses were particularly innovative in developing new curriculum and materials to help trainees develop their basic skills in a work-related context. Both Strand A and B projects demonstrated new and practical ways of assessing literacy and numeracy needs. (YLB)

Levin, Laurie; And Others
Ventures in Community Improvement (VICI): Findings from a Four-Site Replication Initiative, 1984-1987.
Public/Private Ventures, Philadelphia, PA.
PUB DATE- 87
NOTE- 79p.; For a related document, see ED 243 977.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Development; Comparative Analysis; Demonstration Programs; *Disadvantaged; *Neighborhood Improvement; Outcomes of Education; *Program Effectiveness; Salary Wage Differentials; School Business Relationship; *Trade and Industrial Education; *Work Experience Programs; Youth Employment; *Youth Programs
IDENTIFIERS- Job Training Partnership Act 1982; *Ventures in Community Improvement

Ventures in Community Improvement (VICI) is a program that provides intensive training in construction skills to disadvantaged youth and at the same time allows them to produce tangible improvements in housing and public facilities in their own low-income communities. The model was tested twice previously, once in an eight-state demonstration that served 16- to 19-year-olds (in the late 1970s) and once in a demonstration involving women aged 18 to 35 (in the mid-1980s). Both demonstrations confirmed the model's effectiveness in helping disadvantaged persons earn higher wages than their counterparts who were not served by the program. A third demonstration of the VICI model was conducted in four cities: the Bay Area of northern California; Cleveland, Ohio; Houston, Texas, and Dallas, Texas, between 1984 and 1987. These projects, which were sponsored by Standard Oil/BP America, served both men and women between the ages of 18 and 24 in several cycles over an 18-month period. Despite the fact that this third demonstration was conducted in a climate of reduced national funding, all had positive outcomes. The VICI trainees produced work of tangible value, and in the two sites where a work value analysis was conducted, the value of the work produced exceeded the wages paid to the trainees. Overall, the job placement rates in the third demonstration were slightly higher than those of the two previous demonstrations. Moreover, two sites and one cycle from a third site surpassed the job placement rates produced by the Job Training Partnership Act (JTPA) system, with postprogram wages across the sites 40 percent higher than those earned by JTPA trainees. (MN)

ED 293 014 CG 020 661

Schaps, Eric; Moskowitz, Joel M.

The NAPA Project, 1978-1981.

California Univ., Los Angeles. Inst. for Social Science Research.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- 84
NOTE- 28p.
GRANT- DA02147
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Drug Abuse; *Drug Education; Elementary Secondary Education; *Prevention; *Program Effectiveness; Program Evaluation; *School Activities; Self Esteem; Student Attitudes; *Substance Abuse

The Napa Project is a demonstration research study developed to evaluate the effectiveness of seven school-based substance abuse prevention strategies. Various programs were offered to over 7,000 students in grades three through nine. Four programs were delivered to students by regular classroom teachers and two programs were offered as elective courses. These six programs did not address the topic of substance abuse, focusing instead on factors believed to underlie substance abuse (self-esteem and school attitudes). The seventh program was a drug education course which taught students relevant competencies and provided information about the consequences of drug use. Thirteen studies were conducted to evaluate the effects of the individual programs as well as the cumulative effects of several programs delivered to students over a 2- to 3-year period. The results revealed that the drug education course had some positive effects on students' drug knowledge and drug involvement, and their perceptions of peers' attitudes toward drugs and drug use. These effects occurred primarily for girls, and they did not replicate across studies. None of the other programs was found to be effective. The results of these studies question the value of "generic" approaches to substance abuse prevention. This report describes the strategies and discusses the designs, results, and implications of the various studies. Reports on the individual studies are listed in the appendix. (NB)

ED 293 028 CG 020 676

Newmann, Joy Perkins
Gender Differences in Self-Disclosure Tendencies: Their Nature and Impact on Vulnerability to Depression.
PUB DATE- Aug 87
NOTE- 55p.; Paper presented at the Annual Meeting of the Society for the Study of Social Problems (37th, Chicago, IL, August 14-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Age Differences; *Depression (Psychology); Emotional Response; *Self Disclosure (Individuals); *Sex Differences; *Social Support Groups; *Stress Variables

One consistent finding in the literature on gender differences in distress is that women report more symptoms of depression than do men. This study examined the effects of a willingness to self-disclose, predicted to be more characteristic of women than of men, on one's vulnerability to symptoms of depression in response to various life stresses. Data were obtained from 408 men and 493 women who completed the Psychiatric Evaluation Research Instrument Depression Scale, a three-item measure of life stress, a four-item measure of the availability of social support, and a cluster of five items measuring the subject's tendency to self-disclose. The findings revealed that females reported significantly higher levels of depression than did males, while sex differences in the reporting of levels of life strain were found to be small and nonsignificant. Men and women were found to differ in their perceptions of the availability of social supports. While the findings provide support for the hypothesis that the willingness to trust and confide in others in times of difficulty places women at a reduced risk of experiencing a depression in response to life stresses, they also highlight the importance of distinguishing between symptoms suggestive of a clinical syndrome and more delimited forms of distress that may have little to do with poor mental health, namely feelings of sadness. Eleven pages of tables are provided. (NB)

ED 293 043   CG 020 691

Kratochwill, Thomas R.; Sheridan, Susan M.

Preparation of School Psychologists To Serve as Consultants for Teachers of Emotionally Disturbed Children.

Wisconsin Center for Education Research, Madison.
PUB DATE- Oct 87
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Consultants; *Emotional Disturbances; *Graduate Students; Higher Education; *Intervention; Program Evaluation; *School Psychologists; *Special Education; Special Education Teachers; Student Problems

Training behavioral consultants in the school psychology field has emerged as a high priority, with most efforts centering on training consultants to assist teachers in solving children's academic and behavioral problems in the regular classroom. With the growing success of consultation procedures in applied settings, a corresponding need has developed for effective training of behavioral consultants to work with special education teachers whose students experience more severe academic and social problems. This project involved a preservice training program in which five school psychology graduate students were required to master such behavioral consultation skills as problem identification, problem analysis, intervention strategies, and treatment evaluation. These students then served as consultants to five special education teachers of severely emotionally distured children. Four dimensions of the preservice training program were evaluated: (1) student acquisition of specific consultation skills; (2) teachers' implementation of intervention programs developed through the consultation process; (3) individual programs implemented with children identified as severely emotionally disturbed; and (4) the training program itself, by comparing it to a matched control sample in the public school. Implications for future training of school psychologists and resolving barriers in working with teachers in applied settings are presented. A five-page reference list is provided. (NB)

ED 293 058   CG 020 706

Rickgarn, Ralph L.
The Issue is Suicide.
Minnesota Univ., Minneapolis.
PUB DATE- 83
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Higher Education; *Intervention; *Prevention; *Suicide
IDENTIFIERS- University of Minnesota

Since suicide may provoke emotions of fear, anxiety, disbelief, and anger, attitudes of avoidance and indifference may occur. This booklet on the issue of suicide was written to provide a university community with a framework of information and some methods of intervention, and to develop some expectations. Sixteen myths about suicide which deter individuals from becoming involved are listed along with the facts that contradict the myths. Although there is no single pattern or causative factor in suicide, indicators such as a feeling of hopelessness and a belief that things are "out of control" are among the most frequent. Intervention processes are discussed, as well as how to assess the circumstances (method, intentions, mitigating circumstances). The direct, caring question "Are you thinking of commiting suicide?" is recommended. Five points to remember in intervention are listed. Referral agencies at the University of Minnesota are listed. Recommendations on dealing with the aftermath of a suicide are provided. A bibliography is included. (ABL)

ED 293 073   CG 020 721

Dennis-Small, Lucretia

Medical School Child Abuse and Neglect Elective for Residents. Annual Report. September 1, 1986, through August 31, 1987.

Texas State Dept. of Human Services, Austin. Office of Strategic Management, Research, and Development.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 30 Sep 87
NOTE- 69p.; Best copy available.
GRANT- OHDS-06CA287-02
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Child Abuse; *Child Neglect; Child Welfare; Clinical Diagnosis; Curriculum Development; *Identification; *Medical Education; *Physicians; Program Development

This annual report, a process evaluation, describes the development of an elective course to teach medical school residents and practicing physicians how to detect and protect children from child abuse. A section on the project background considers why physicians underreport suspicion of child abuse and how to address the problem through education. Goals and objectives of the project are explained, with the primary goal being the protection of children by increasing physician reporting of child abuse and neglect. Project operations and accomplishments are discussed in the areas of curriculum development, the establishment of a child abuse and neglect library, the course design, and recruiting students. In addition to educating medical residents, the goal of community and in-service education is discussed. The evaluation plan is briefly described and problems and issues encountered in the project are discussed. Problems of different fiscal systems, unanticipated demands on the director's time, and low enrollment (only one student enrolled during the first year) are addressed. Relevant materials are appended. (NB)

ED 293 102 CS 009 106

Gaskins, Irene W.; And Others

A Metacognitive Approach to Phonics: Using What You Know To Decode What You Don't Know. Technical Report No. 424.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 88
NOTE- 12p.
GRANT- OEG 0087-C1001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basal Reading; *Decoding (Reading); Elementary Secondary Education; Language Role; *Phonics; Reading Comprehension; Reading Difficulties; *Reading Programs; *Reading Strategies; *Remedial Reading; Sight Vocabulary; *Skill Development; Vocabulary Development; Word Recognition
IDENTIFIERS- Direct Instruction

In the past, phonics instruction has done little to lessen the difficulties that many poor readers have with decoding words quickly and accurately enough to construct meaning from text. Based on an analysis of the research literature in decoding and a four-year cycle of program development, a new program was created for teaching decoding to poor readers of average or above average intelligence in grades 1 through 8. Approximately 275 Benchmark School students have received instruction using this program. The program guides students to become aware of patterns and consistencies in language and to apply a decoding process of using what they have learned about words to decode words they do not know. It is a teacher directed, supplemental program to be taught to a whole class for approximately 15 to 20 minutes a day and is intended to be used in conjunction with a basal reader or trade book program. The program features a multisensory approach, strong emphasis on vocabulary and language development, and a direct teaching model. Goals of the program include teaching students to use known words to decode unknown words, to discriminate structural components of words, to see how language is organized, to be flexible in pronouncing words, and to demonstrate automaticity in decoding--all as foundation blocks for the meaning-making process. Preliminary evidence suggests that the program has been successful in improving students' decoding skills. (Thirty-three references are attached.) (Author/ARH)

ED 293 116 CS 009 126

Marzano, Robert J.; Marzano, Jana S.
A Cluster Approach to Elementary Vocabulary Instruction.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-232-0
PUB DATE- 88
NOTE- 271p.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (Book No. 232, $10.00 member, $15.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Basic Vocabulary; *Content Area Reading; Elementary Education; Learning Processes; Teaching Methods; *Vocabulary Development; *Vocabulary Skills; Word Lists
IDENTIFIERS- Cluster Approach (Vocabulary); Semantic Mapping

Intended for elementary school teachers, researchers, and materials developers, this book presents a cluster approach to vocabulary instruction, in which words are taught in semantically related groups. Over 7,000 words from elementary school textbooks have been organized into 61 instructional clusters, each containing two levels of subclusters which are grouped according to closeness of semantic relationship. For each word, the authors have provided a recommended grade level, its part of speech, and a note on whether it is a basic, fundamental building block word. The list of clusters is presented in the appendix. The four chapters that precede the appendix describe vocabulary theory, procedures for forming the clusters, instructional uses of the clusters, and additional vocabulary activities not directly tied to cluster approach. Also included in separate appendixes are (1) an alphabetized, referenced list of the words; and (2) definitions of commonly confused words such as "infer" and "imply." (ARH)

Bloom, Lynn Z.
Engendering Cultural Literacy.
PUB DATE- Mar 88
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Education; *Classical Literature; *Cultural Education; English Curriculum; Ethnocentrism; Literacy; *Literature Appreciation; Racial Bias; *Sex Bias; Sex Differences; Western Civilization
IDENTIFIERS- Cultural Literacy; Cultural Sensitivity; *Literary Canon; Literary Politics; *Womens Literature

Traditional literary canons, represented by E. D. Hirsch's list in "Cultural Literacy: What Every American Needs To Know" of works which every literate American "needs to know," deemphasize the cultural significance of women and minorities. An alternative and expanded model of cultural literacy, GODDESS (Gender or Diversity Designed to Show Significance), could be a new way to teach the dominant white male culture about women, minorities, the old and the poor. Cultural literacy should be expressed in non-sexist language and should respect women's different value system and mode of relating to others. Teachers must be sensitive to the ways in which women's approach to both writing and reading differs from that of men. Published criticism prior to the 1970s reveals established parameters for appropriate readings of literature which require the adoption of male values. It is imperative that the literary canon be expanded to include high quality literature by women and minorities, including works in various nonfiction genres. "What Every American Needs to Know" should refer not to Hirsch's white male canon but to an expanded list arrived at through a commitment to engendering cultural literacy. (MHC)

ED 293 160   CS 211 162

Sloan, Glenna
Helping Children To Grow as Critics of Literature.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childhood Attitudes; Childhood Interests; Childhood Needs; *Childrens Literature; Critical Reading; *Educational Experience; Elementary Education; Intellectual Experience; *Literary Criticism; Literature; Reading Interests; Student Experience
IDENTIFIERS- Reading Motivation

Experiencing literature is the first step toward becoming a literary critic. The primary task of the literary critic is to understand and explain what is experienced and then to interpret works of literature in relation to all the literature the student knows. To help children grow as critics of literature it is necessary to broaden their experiences by presenting them with the best from among a wide variety of children's literature, old and new. Also, guidance must be given to young critics to encourage insights into the significance of individual literary works and to assist them toward an understanding of literature as a coherent body of interrelated works, relating both to each other and to popular media forms such as advertisements, pop songs, comics, and the situation comedies and police shows of television. To stimulate wider reading, interest inventories with open-ended questions can be used. Word-of-mouth, personal testimonies, book talks, Readers' Theater presentations, displays, talks by authors, and planned discussions are all successful techniques in helping enlarge children's experience with fine books. The unit approach to literary study is an effective way to help young critics grow in making connections among literary works. Experience, through study examined and clarified, leads to a conception of literature as a coherent structure, to an understanding of how imagination works in the creation of art in words. (Thirty-one references are appended.) (MS)

ED 293 174 CS 506 098

Carlin, Phyllis Scott
From Ethnography to Social Action through Oral History in Performance.
PUB DATE- Nov 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ethnography; Family Problems; Farmers; Interpersonal Communication; *Narration; *Oral History; Scripts; Social Action; *Story Telling
IDENTIFIERS- Family Crises; Farm Women; *Oral Presentations

The staged performance of oral history narratives scripted by interpreters/ethnographers has significant potential for instigating social change. Recent articles by Dwight Conquergood and Kristin Langellier provide the basis for merging ethnography, oral history and social action projects. Narratives from a 1984 farm crisis project illustrate this concept of oral history performance as social action. Performance of these farm women's narratives served as (1) therapeutic communication for the farm women; (2) a means of informing the public about the reasons for farmers' failures; (3) a platform for requesting legislative assistance; (4) an expression of personal grief over the depression or suicide of their husbands; (5) an assertion of group spirit; (6) a warning to other farmers; and (7) an escape from reality. It is crucial for the interpreter of oral narratives performed in social contexts to attend to nonverbal and vocal clues of the narrators so the original context and interpretation are maintained in the scripted version. (MHC)

ED 293 188 CS 506 113

Hittleman, Daniel R.

Silent Participants: Understanding Students' Nonoral Responses.

PUB DATE- May 88
NOTE- 20p.; Paper presented at the Annual Meeting of the International Reading Association (33rd, Toronto, Canada, May 1-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; *Communication Apprehension; *Educational Strategies; Elementary Secondary Education; Grouping (Instructional Purposes); Nondiscriminatory Education; *Nonverbal Communication; Student Behavior; Teacher Behavior; Verbal Communication
IDENTIFIERS- *Interactive Teaching; *Nonvocal Communication Systems

Silent students are often actively involved in classroom learning despite appearances to the contrary, and teachers can use special instructional strategies to guide them to overt participation. Students with "communication apprehension" are often assumed to have low intelligence, but they may suffer instead from shyness, various communication skills deficits, social alienation, or low social esteem. The educational handicap of silence stemming from causes other than low intelligence can be overcome when teachers use the following teaching strategies to guide silent participants into speech: (1) engage the students in a study of the functions of silence as part of language; (2) develop alternative ways to obtain student responses; (3) establish routines by which silent students can indicate readiness to answer or the need for clarification; and (4) develop student collaborations and communities of learning. (MHC)

Jones, Arthur E.

Integrative Negotiations.

PUB DATE- Nov 87
NOTE- 12p.; Paper presented at the Joint Annual Conference of the Illinois Association of School Boards, Illinois Association of School Administrators, and Illinois Association of School Business Officials (Chicago, IL, November 21-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Collective Bargaining; *Conflict Resolution; Contracts; Elementary Secondary Education; *Employer Employee Relationship; Group Dynamics; *Problem Solving; School Districts; *Teacher Associations; Workshops
IDENTIFIERS- *Integrative Negotiations Concept

One school district, Glen Ellyn (Illinois) School District No. 41, utilized a collective bargaining alternative--Integrative Negotiations Concept--that is a joint problem-solving process among the board of education, the teachers' association, and administration. The Integrated Negotiations Concept included the following four components: (1) a process workshop to provide participants with knowledge and experience regarding group dynamics and communication processes appropriate for involvement in collaborative contract negotiations; (2) a communication laboratory to openly exchange information and present points of view regarding the issues each group felt would be introduced as topics of discussion and/or negotiation, and to seek mutual understanding of the matters addressed; (3) time-managed integrative negotiations of 2 hours per session with length of sessions extended only by mutual consent of participants; and (4) a negotiation "wrap-up" session to summarize tentative agreements reached during negotiation sessions and to reach agreement upon those issues that had not been previously resolved. A group process facilitator assisted participant communication and guided group interaction during the process. Appended is a list of terms as defined in traditional bargaining and in integrative negotiations. (MLF)

ED 293 230 EC 202 079

Vasa, Stanley F.; Steckelberg, Allen L.

What Teachers Need To Know about Using Paraprofessionals: Higher Education's Role.

PUB DATE- 22 Nov 87

NOTE- 14p.; Paper presented at the Annual Conference of the National Council of States for Inservice Education (12th, November 22, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Delivery Systems; Elementary Secondary Education; Higher Education; Instructional Effectiveness; Minimum Competencies; Models; *Paraprofessional School Personnel; School Responsibility; School Role; *Special Education; Student Teacher Evaluation; Teacher Administrator Relationship; *Teacher Education; *Teacher Effectiveness; *Teacher Role

IDENTIFIERS- Nebraska

A program training model used at the University of Nebraska-Lincoln to prepare special education graduate and undergraduate students to work with paraprofessionals is described. Topics addressed include the following: (1) improvement of instruction and services to handicapped students through use of paraprofessionals; (2) significant role of paraprofessionals in delivery of instructional activities; (3) role of the special educator as instructional manager; (4) need for adequate preservice, inservice, and on-the-job training for paraprofessionals; (5) planning and evaluation of paraprofessional performance; (6) responsibility of the teacher for instructional outcomes; (7) need for preservice and inservice teacher training to help teachers use paraprofessionals effectively; (8) role of the teacher in contributing to policies concerning paraprofessionals; (9) need for within-school programs and policies to allow for regular and systematic communication with and supervision of paraprofessionals; (10) individual school policies regarding deployment of paraprofessionals. Undergraduate and graduate teacher training competencies for working with paraprofessionals are outlined, as well as the program's training methodology, practicum activities, supportive instructional materials, and evaluation of student performance. (JW)

ED 293 270 EC 202 469

Dear, Annette E.; And Others
Adults in the Classroom: Effects on Special Education Instruction. Monograph No. 8. Instructional Alternatives Project.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Sep 87
NOTE- 26p.
GRANT- G008430054
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adults; Agency Cooperation; Classroom Techniques; Communication Skills; *Disabilities; Elementary Secondary Education; Human Resources; *Instructional Effectiveness; Older Adults; *Paraprofessional School Personnel; Parent Counseling; Parent Participation; Parent Responsibility; Parent Teacher Cooperation; *Special Education; Teacher Education; *Volunteers; Volunteer Training

This paper reviews the impact on the instructional process of having paraprofessionals and adult volunteers, particularly parents and senior citizens, in the special education classroom. It discusses the duties they perform in the classroom and the reasons for low parental participation. The review of the literature suggests the following conclusions. Parent and senior citizen volunteers and paraprofessionals can be a valuable, reliable resource in the special education classroom, though there is confusion about their specific roles and their need for training. Volunteers need to be better informed regarding their responsibilities under the law and need to be better trained for this role. Teachers also need more training on how to use volunteers and paraprofessionals effectively and on techniques of parent counseling and conferring to ensure better communication. More cooperation is needed among educational agencies in providing sufficient training and employment opportunities for special education volunteers and paraprofessionals. References are included. (Author/JDD)

ED 293 284 EC 202 483

Murphy, Linda; Della Corte, Suzanne
Dealing with Stress.
PUB DATE- Dec 87
NOTE- 9p.
AVAILABLE FROM- Lindell Press, Inc., P.O. Box 462, South Salem, NY 10590 ($3.50 per issue; $18.00 per year).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Journal Articles (080)
DESCRIPTORS- Attitude Change; Behavior Change; *Disabilities; Emotional Adjustment; *Family Problems; Interpersonal Communication; Parent Attitudes; *Parent Child Relationship; *Parent Responsibility; *Stress Management; *Stress Variables; Time Management
IDENTIFIERS- *Guilt

This issue examines the causes and effects of stress among parents of handicapped children and offers guidance for reducing and/or avoiding stress. The factors contributing to parental stress are identified, including unfounded guilt feelings, prolonged dependency of the handicapped child, extended care requirements, marital discord and family tensions, increased financial burdens, and reduced free time. The typical physical, emotional, and behavioral responses to stress are then enumerated. Suggestions provided for reducing stress include relaxing through exercise or other diversion, learning yoga or other meditation techniques, using biofeedback, attending to one's own needs for short periods of respite, using guided imagery, and immersing oneself in a hobby or pastime. Methods of avoiding stress which require longterm changes in attitudes or habits are presented through discussions of such issues as acceptance, communication, and time management. A list of parental "do's" and "don'ts" is provided along with a psychologist's suggestions for easing feelings of guilt: (1) accept that the past cannot be changed; (2) promote self-approval; (3) examine effects of one's behavior on oneself and others; and (4) do not let others use guilt as a weapon. (VW)

ED 293 299 EC 202 498

Shmueli, Eliezer

The Gifted Disadvantaged--Speech.

PUB DATE- Jun 84
NOTE- 12p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Boarding Schools; Compensatory Education; *Cultural Differences; Educational Practices; *Enrichment Activities; Foreign Countries; *Gifted Disadvantaged; Longitudinal Studies; *Program Development; Program Effectiveness; Secondary Education
IDENTIFIERS- *Israel

Included in Israel's population is a culturally disadvantaged group comprised primarily of immigrants and their children from non-European backgrounds such as North African and Middle Eastern countries. This group has shown a lower level of educational achievement than their European counterparts, and a number of education and social policies have been attempted to improve the situation. Among the efforts was the Fostering Program for the Gifted Disadvantaged, which involved a boarding school project offering gifted adolescents a broad-based enrichment program in academic, technical, agricultural, and maritime areas of education. Special fostering activities included auxiliary lessons, cultural enrichment, social activities, student self-government, and voluntary activities. Described are selection criteria for students, qualifications and functions of teachers and staff, and the program's physical facilities. Findings of a 10-year longitudinal study showed that: (1) more of the boarding students graduated from high school as compared with their cohorts who did not participate in the program, (2) the boarding students attained scores in the matriculation examinations similar to or slightly higher than their non-boarding classmates, and (3) a significantly larger percentage of the boarding students entered post-secondary institutions and attained college degrees. (JDD)

ED 293 314 FL 017 290

Bjoernoe, Gudrun
The Acid Test of Language Training in Business Education.
PUB DATE- May 87
NOTE- 7p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Cooperative Education; English (Second Language); Field Experience Programs; Foreign Countries; French; German; Higher Education; *Interdisciplinary Approach; *International Trade; *Languages for Special Purposes; Program Descriptions; Program Design; School Business Relationship; Second Language Instruction; Study Abroad; Upper Division Colleges
IDENTIFIERS- *Niels Brock School Internatl Business (Denmark)

The Niels Brock School of International Business in Denmark, an upper-division institution, offers a unique program in which students spend half of their time at the school and half in a real job in a participating export company. The participating companies are actively involved in developing program content and design, including joint student-school-company selection of topics for the required reports and thesis. The resulting degree is equivalent to a bachelor's degree, and represents proficiency in business administration and an intermediate level of proficiency in three second languages: English, German, and French. In addition to the academic and work portions of the program, students participate in two study tours, the first focusing on the European market and the second encompassing an overseas market. On these tours, pairs of students gather information on a specific market and complete a company project. A professor is available to act as a coach at the major destinations on the first tour. Program graduates have been successful in gaining employment in international trade. (MSE)

ED 292 961 CE 049 884

Bhola, H. S.
Writing for New Readers: Message-Making in Print. Workshop Series. Occasional Papers on Basic Education. Paper Nr. 1.
German Foundation for International Development, Bonn (West Germany).
REPORT NO.- DOK-1407C/a
PUB DATE- 86
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Beginning Reading; Developing Nations; Foreign Countries; *Literacy Education; *Material Development; *Reading Materials; *Verbal Communication; *Writing (Composition)

At the heart of the enterprise of providing reading materials to new readers is the writer. The writer must write before the new literates can read and must write both effectively and interestingly. Although talent helps, acquired skills play an important part in writing, especially in expository writing. More important, to enable them to produce good expository writing, the new writers must be provided assistance in the process of "message making" or getting the message across to the reader. A proposed model of message-making illustrates that the process of decision making when developing a message in print is neither linear nor one-directional. Major steps in the model are selection of subject or topic; definition of general and specific objectives; content planning in the field; the choice of appropriate literary treatment; development and outlining of the argument of the book; development of subject-matter skills and collaboration with subject-matter specialists; vocabulary research by the writer; writing to be read and to be understood; pretest of material for feedback; and working with the illustrator and the editor. The writer must also keep in mind the problems of adaptations and translations. (YLB)

ED 293 088 CS 009 087

Dobson, Lee

Connections in Learning To Write and Read: A Study of Children's Development through Kindergarten and Grade One. Technical Report No. 418.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 88
NOTE- 25p.; Portions of this paper were presented at the Conference on Reading and Writing Connections (Urbana-Champaign, IL, October 19-21, 1986).
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; Grade 1; Kindergarten; Kindergarten Children; *Literacy; Primary Education; Reading Instruction; Reading Research; Reading Skills; *Reading Writing Relationship; Student Writing Models; Writing Instruction; Writing Research; Writing Skills
IDENTIFIERS- Beginning Writing; Childrens Writing; *Emergent Literacy; Print Awareness; Reading Behavior; Reading Motivation; Writing Contexts; *Writing Development; Writing Tasks

Previous studies on emergent literacy have shown that since young children learn a lot about writing and reading before they attend school, teachers can build on this knowledge in an integrated instructional program. But just how reading and writing are intertwined in the learning process has not been clearly defined. This study investigated the progress of the writing and reading of 18 children in an inner-city school in order to identify common strategies and to compare their use across the tasks as they approximate writing and reading behaviors through kindergarten and grade 1. Within an environment conducive to language learning the children were asked to read and write in any way they could. The findings showed that children initially explored the mechanics of written language in their strategies in the reading of storybooks. But in the context of storybook reading they developed composing strategies which later appeared in their writing. In other words,

writing and reading supported each other with a transfer of strategies occurring in both directions. (Thirty references and five figures are included, and an appendix enumerating principles which nurture literacy is attached.) (JK)

ED 293 132 CS 211 123

Weiser, Irwin
(Inter)textuality, Semantics, and Coherence.
PUB DATE- Mar 88
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Coherence; *Cohesion (Written Composition); Context Clues; Higher Education; *Reader Response; Reader Text Relationship; Reading Comprehension; *Semantics
IDENTIFIERS- Context Dependence; Contextual Analysis; *Intertextuality; Literary Theory; *Text Coherence; Text Structure

Although the concept of coherence is elusive, explorations of the historical, theoretical, and empirical discussions of coherence can illuminate, though not eliminate, the concept's elusiveness. There are three inter-related and overlapping ways that readers make coherence. Intratextuality, the notion that readers perceive a text as coherent if it is unified with a single recognizable subject (or closely related subjects), is derived from script-based semantics--the contextual semantic theory of Victor Raskin. A second way of making coherence, extratextuality, occurs when a text refers to or is centered around an identifiable cultural, philosophical, cognitive, social, historical, or political assumption, and readers of the text who are familiar with that assumption are able to perceive the text's coherence in ways that unfamiliar readers may not. Finally, intertextuality--relations between one representation and another rather than between a textual imitation and a nontextual one--has several coherence-contributing aspects, including: (1) the text is a recognizable genre; (2) the text is thematically like other texts; (3) the text makes the reader think of other texts; and (4) the text derives from, implies familiarity with, or parodies other texts. These intertextual links, like the intratextual and extratextual links, assume the reader's participation in creating coherence. (Thirteen references are appended.) (MM)

ED 293 216 EA 019 963

Georgiades, William
The New America for the Third Millenium.

PUB DATE- Feb 86
NOTE- 12p.; Paper prepared for the Annual Meeting of the Louisiana Association of School Business Officials (New Orleans, LA, February 6-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Board of Education Role; *Boards of Education; Demography; Educational Change; Elementary Secondary Education; Enrollment; Family Characteristics; Leadership; *Leadership Qualities; Minority Groups; Population Trends
IDENTIFIERS- Louisiana School Boards Association

School boards significantly contribute to the future of education. There are three major elements regarding the role of school board members. First, demographic changes may illuminate school board members to their tasks. Demography reveals changes in family status. For instance, more children live with only one parent, more children are illegitimate, and more children have teen-aged mothers. Demography also indicates changes in certain areas. For example, enrollment is increasing on all educational levels in 12 states, whereas secondary school enrollment continues to decrease in other states. Finally, demography reveals changes in education, such as a greater number of college graduates and rigid high school graduation requirements in 43 states. The effects of demographic changes on education include an increase of school children living with only one parent, school children with teen-aged mothers, school children who were born prematurely, and the accompanying learning difficulties. The second component concerning the school board members' role is leadership qualities. Chester I. Barnard's five basic leadership qualities are vitality and endurance, calculated decisiveness, persuasiveness, responsibility, and intelligence. Leaders must handle both tasks and relationships efficiently. The third element of the board members' role is genuine concern and commitment to education. (RG)

ED 293 243 EC 202 092

Wallace, Stuart Donald
The Design, Development and Implementation of a Curriculum Extension Programme within an Existing Educational Structure.
PUB DATE- Jun 84
NOTE- 8p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ability Identification; *Academically Gifted; Acceleration (Education); Cognitive Processes; *Curriculum Development; *Educational Policy; Elementary Secondary Education; Enrichment Activities; *Extension Education; Foreign Countries; Instructional Materials; Material Development; *Program Implementation; School Districts; Student Placement; Videotape Recordings
IDENTIFIERS- *South Africa (Natal)

This paper, presented at the "Ingenium 2000" conference, reports an attempt by the Natal Education Department in Pietermaritzburg, South Africa, to design, develop, and implement a curriculum extension program to meet the intellectual and/or other needs of the exceptionally able, with no additional provision of staff or facilities. The program's policy guidelines were established by an advisory committee of the education department, and focus on participant identification, program design and development at the individual school level, and teacher preparation. At the primary level, the ideal curriculum extension program takes place during an activity period. Curriculum extension at the junior secondary level uses the "pull-out" approach or individualized enrichment within the classroom. The senior secondary level emphasizes acceleration rather than enrichment. To assist teachers in identifying children for the extension program and in preparing stimulus materials, a local college of education is developing video "learning units" as well as a program for the teaching of thinking. A final comment notes that it is important that education planners and advisers be flexible in developing curriculum extension programs. (JDD)

ED 293 330 FL 017 306

Duran, James J.
English for Special Purposes--Business and Commerce: Problems and Opportunities in the ESL Classroom.

PUB DATE- May 87
NOTE- 13p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Communication; *Career Exploration; *English for Science and Technology; *English for Special Purposes; Foreign Students; Higher Education; Instructional Materials; Periodicals; Program Descriptions; School Business Relationship; Second Language Instruction; Student Characteristics
IDENTIFIERS- *Marymount College CA

English as a Second language (ESL) instruction for business and commerce at Marymount College (California) serves a population with diverse characteristics but one central need: to develop a clear understanding of a relatively unfamiliar world of work while also acquiring terminology from an unfamiliar language to describe that world. The course uses a textbook in business English and examines the major areas of business, including international trade. A significant problem is the misunderstanding of terminology. Students are required to present oral reports using periodicals, which if properly selected, can enhance vocabulary development. Course enrollment has exceeded enrollment in a similar course in English for science and technology, with proportionately higher enrollment of Asians than Middle Eastern students. Distribution of sex varied more by nationality than by subject area. Challenges to teaching the course go beyond purely cultural and linguistic ones to the need to provide additional occupational exposure and help in career decision-making. In this institution, the course differs sharply from general vocational ESL courses, the ESL course for science and technology, and vocational or professional preparation courses. (MSE)

ED 292 947 CE 048 863

Lawson, Virginia K., Ed.; McKallip, Jonathan, Ed.
Management Handbook for Volunteer Programs.
Literacy Volunteers of America, Inc., Syracuse, NY.
SPONS. AGENCY- B. Dalton Bookseller, Minneapolis, MN.
PUB DATE- 84
NOTE- 94p.
AVAILABLE FROM- Literacy Volunteers of America, Inc., 5795 Widewaters Pkwy., Syracuse, NY 13214 ($6.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Collected Works - General (020)
DESCRIPTORS- Accountability; Administrator Guides; *Adult Literacy; *Adult Reading Programs; Budgeting; Financial Support; *Literacy Education; *Program Administration; *Program Development; Program Evaluation; Proposal Writing; Recognition (Achievement); Recruitment; Training Methods; Tutoring; *Volunteers

This handbook, which is designed to explain the steps entailed in organizing and administering a volunteer adult literacy program, is organized into three main sections. The following topics are discussed in the opening section on program organization: planning a program calendar; recruiting, training, and establishing the duties of the program board; developing a budget and obtaining funds by writing proposals; and planning and implementing an evaluation, using experts in evaluation, and incorporating evaluation results into program planning efforts. The second section, on direct service management, deals with keeping records and writing reports as part of a program's accountability efforts; recruiting and interviewing volunteers; and providing tutors with orientation, preservice, and inservice training; matching students and tutors; providing supportive services to students and tutors; and recognizing the work of volunteers. The third section is a reprint of an article by Jonathan McKallip entitled "Use Volunteers Successfully." Appendixes include a bibliography, a list of terms commonly used in Literacy Volunteers of America publications, job descriptions for a basic reading/English as a second language tutorial project, and sample fundraising letters and forms. (MN)

ED 292 974 CE 049 902

Imel, Susan

Workplace Literacy Programs. ERIC Digest No. 70.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 4p.
CONTRACT- RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Literacy; *Corporate Education; *Employment Qualifications; *Functional Literacy; *Literacy Education
IDENTIFIERS- ERIC Digests; *Job Related Literacy

During the first half of the 1980s, the focus of the literacy movement was on strengthening literacy programs through the recruitment of volunteers. Although these early efforts are continuing, the focus in adult literacy has changed. Job-related or workplace literacy has become a national priority, and the impact of adult illiteracy on private industry is becoming increasingly visible. Demographic factors and changes in jobs are also creating a need for workplace literacy programs. Workplace literacy and general literacy differ in purpose. A number of recent studies have examined the literacy skills that individuals need in order to succeed in the workplace. These studies have resulted in the publication of a number of lists of work-related reading, writing, speaking, listening, mathematics, scientific, and reasoning skills. Industry-based literacy approaches can be divided into two groups: (1) pre-1980, viewed primarily as traditional benefits for the employee, and (2) post-1980, viewed primarily as instruments for achieving the company's advanced technology goals. Unlike traditional literacy programs, which were generally initiated in an era of company prosperity and security, the new literacy skills programs were initiated in an era of foreign competition and rapid technological change in response to the realization that many employees lacked the basic skills with which to acquire more technical skills. Most industry-based literacy training occurs on the company site, partly for the sake of employee convenience and partly because many employees find schoolroom environments inhibiting. Several guides to developing workplace literacy programs have been published, and four of these are briefly described. A list of 12 references is also provided. (MN)

ED 293 059 CG 020 707

Keigher, Sharon M.; And Others
Payments To Informal vs. Formal Home Care Providers: Policy Divergence Affects the Elderly and Their Families in Michigan and Illinois. Revised.
PUB DATE- 15 Feb 88
NOTE- 28p.; An earlier version of this paper was presented at the Annual Meeting of the Gerontological Society of America (39th, Chicago, IL, November 18-22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Caregivers; Family (Sociological Unit); Home Health Aides; Home Programs; *Older Adults; *Program Content; *Program Costs; *Program Effectiveness; *State Programs

States' policies vary widely on paying friends and family rather than home care agencies to care for the elderly. This analysis explored two state programs which exemplify different payment options: Michigan, which pays clients' informal caregivers, and Illinois, which generally pays agencies to provide services. It asked how different payment policies affect clients, specifically exploring program structure and financing which shape provider and client preferences, well-being, and assessment of care quality. Comparatively, Illinois' approach favors professionalism, high cost/quality, documentation, and an orientation toward medical and physical need. It has experienced high worker turnover and less regard for caregiver-client relationships. Michigan's approach favors informality, casual accountability, long term stability of helping relationships, and respect for client preferences and autonomy. Both approaches offer important client benefits, but state precedents and incentives to administering agencies have shaped their overall direction. The recent rapid growth of the home care industry in Illinois could proscribe a fuller range of provider options. Greater flexibility is recommended in considering states' payment. (Author)

ED 293 074 CG 020 722

Dennis-Small, Lucretia
Advanced Job Skills Training Project. Final Report. September 1, 1984, through August 31, 1987.
Texas State Dept. of Human Services, Austin. Office of Strategic Management, Research, and Development.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.

PUB DATE- 30 Sep 87
NOTE- 127p.; Best copy available.
GRANT- OHDS-06C23-11
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Child Abuse; *Child Welfare; *Job Skills; *Job Training; *Teaching Methods

This final report, a process evaluation, describes the Advanced Job Skills Training Project and the methodology the project used to develop competency-based training for child protective services specialists during their first 2 years of employment. A background section focuses on the managed staff development model, planning requirements, and the advanced job skills training. Chapter 2 looks at the project's first-year operations, including first-year goals and objectives, accomplishments, utilization and dissemination, and a summary of the first year. Chapter 3 focuses on second-year operations, listing second-year goals and objectives, accomplishments, issues and resolutions, and a summary of second-year operations. Chapter 4 states goals and objectives for the third year of the project, describes pilot sites conducting training, evaluates the pilot sites, describes elements added to the curriculum, looks at issues and resolutions, and provides a schedule for statewide implementation of the project. Relevant materials are appended. (NB)

ED 293 175 CS 506 100

Carter, T. Barton; And Others
The First Amendment and the Fourth Estate: The Law of Mass Media.
Fourth Edition.
REPORT NO.- ISBN-0-88277-637-1
PUB DATE- 88
NOTE- 806p.
AVAILABLE FROM- The Foundation Press, 615 Merrick Ave., Westbury, NY 11590 ($31.00; over 5 copies, 20% discount).
LANGUAGE- English
Document Not Available from EDRS.

PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Access to Information; Advertising; Cable Television; Commercial Television; Confidentiality; *Constitutional Law; Copyrights; Court Doctrine; *Court Litigation; Court Role; Federal Regulation; Freedom of Information; Freedom of Speech; Government Role; Information Sources; Instructional Materials; *Law Related Education; *Mass Media; National Security; Obscenity; Privacy; Public Policy
IDENTIFIERS- Broadcast Journalism; Defamation; Federal Communications Commission; *First Amendment; Legal Information; Libel; *Media Government Relationship; Media Ownership; Media Role; Political Advertising; Supreme Court

Predicated on the belief that communications students are capable of understanding communications law and the processes that created it, this book examines U.S. Supreme Court opinions on the First Amendment. The book addresses the following topics: 1) the American legal system and freedom of expression (in introductory chapters); 2) defamation; 3) privacy; 4) copyright and trademark; 5) national security; 6) obscenity; 7) advertising regulation; 8) press coverage of the administration of justice; 9) confidentiality in newsgathering; 10) newsgathering from public sources, including access to public records and meetings; 11) ownership of the media and related problems; 12) access to the media; 13) introduction to broadcasting; 14) legal control of broadcast programming for political and nonpolitical speech; and 15) cable and new technologies. Appendixes include a copy of the U.S. Constitution; the Communications Act of 1934; the code of ethics of the Society of Professional Journalists; a Federal Communications Commission organizational chart; and the Supreme Court opinion handed down on "Hustler Magazine and Larry C. Flynt v. Jerry Falwell." A glossary of legal terms is also appended, and a table of cited cases is included. (MM)

Baumgart, Diane; And Others
Community-Based Employment and Training for Adults with Developmental Disabilities. State-Wide Personnel Training for the Implementation of Community-Based Vocational Training and Other Domain Programs. Final Report.
Idaho Univ., Moscow. Dept. of Special Education.
SPONS. AGENCY- Idaho State Council on Developmental Disabilities.
PUB DATE- Oct 87
NOTE- 182p.; Paper presented at the Annual Conference of the Association for the Severely Handicapped (TASH) (14th, Chicago, IL, October 29-30, 1987). Some pages will not reproduce.

LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Vocational Education; Career Exploration; *Community Programs; Curriculum Development; Delivery Systems; Demonstration Programs; *Developmental Disabilities; *Employment Programs; Experiential Learning; Job Placement; Job Skills; Job Training; *Normalization (Handicapped); *Program Development; Program Implementation; Training; Vocational Evaluation; Vocational Training Centers
IDENTIFIERS- *Supported Work Programs

This project studied the feasibility of implementing nonsheltered supported employment programs for Idaho's moderately to severely developmentally disabled adults. The project researched, developed, and implemented a community-based vocational training model; studied its compatibility with existing delivery systems; identified areas for change; offered solutions; and developed three replication sites. The traditional model for vocational training is described, followed by a presentation of the Moscow (Idaho) model. This model has the following features: single entry point for starting vocational services, use of integrated community-based settings for assessment and training, increased use of integrated community-based paid employment, increased options for vocational training, career decisions made based on experience rather than written/pictorial job descriptions, and long-term follow-up services. The three phases of the curriculum were assessment, training, and placement and follow-up. The project resulted in the placement of 20 adults in paid community-based employment. Appendices, which make up the bulk of the paper, contain career exploration lesson plans and forms, an adult assessment and training plan with examples of tasks and graphs for individual clients, and a reprint of a paper titled "A Job Skill Inventory Strategy Designed for Severely Handicapped Potential Workers" by Ken Belmore and Lou Brown. (JDD)

ED 292 962 CE 049 885

Bude, Udo
The Primary School's Role in Development: Services for the Improvement of Local Living Conditions--Facts and Fallacies from Cameroon. Workshop Series. Occasional Papers on Basic Education. Paper Nr. 2.
German Foundation for International Development, Bonn (West Germany).
REPORT NO.- DOK-1426-C/a
PUB DATE- 87
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Developing Nations; Elementary Education; *Elementary Schools; Foreign Countries; *Rural Development; *School Community Relationship; *School Role
IDENTIFIERS- *Cameroon

This paper emphasizes the primary school's role in the community within the context of rural development. The situation in the two anglophone provinces of the United Republic of Cameroon serves to illustrate the development prospects of a closer cooperation between primary schools and the local population. Discussion focuses on the involvement of schools in self-help projects, develops a typology for development-oriented curricula, examines services of primary schools that can be rendered to communities free of charge or in return for payment, and points out how school facilities can be used by communities. The report indicates that, although cooperation between school and community has become firmly established in Cameroon and is being supported by the provincial school authorities, the schools are neither in a position nor are they required to provide for collective improvements in the communities. (YLB)

ED 292 987 CE 049 925

Global Review of Agricultural Policies.
Economic Research Service (DOA), Washington, D.C.
REPORT NO.- AGES880304
PUB DATE- May 88
NOTE- 376p.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Production; *Agricultural Trends; Agriculture; Developed Nations; Developing Nations; *Economic Development; *Economics; *Government Role; Policy Formation; Public Agencies; *Public Policy

This report describes how governments throughout the world manage their economies and interact with their people, with special emphasis on how the agricultural sector is affected by changing government goals, policies, and programs. Policies and programs are described using information as of July 1987. The large country policy statements include descriptions of the economy and the agricultural sector, a statement of policy goals, a discussion of agricultural programs, and a qualitative assessment of agricultural programs. For smaller producing or trading countries, each country statement was abbreviated. Countries with a 1985 population under 100,000 are not included. Each of the 157 country statements plus one statement on other Caribbean States, provides information about key economic indicators and the macroeconomic linkages to agriculture. The statements also describe recent trends in key agricultural indicators and relate the agricultural sector to key commodities produced and traded. Policy goals are discussed in terms of broad government objectives as stated explicitly in development plan documents or implicitly in government actions. Agricultural programs are viewed in terms of their effects on resource allocation and use, product distribution, prices, and trade. Interventions in domestic agriculture and trade are described. Many statements include lists of references. Regional summaries are given for East Asia, Eastern Europe, Latin America and the Caribbean, the Middle East, North Africa, Oceania, South Asia, Southeast Asia, Sub-Saharan Africa, and Western Europe. (KC)

ED 293 001 CE 049 943

Back, Karla; And Others
The Future of the Workplace in Texas: A Preliminary Identification of Planning Issues for Technical, Vocational, and Adult Postsecondary Education.
Markley (O. W.) and Associates, Houston, TX.
SPONS. AGENCY- Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- Apr 87
NOTE- 92p.; Prepared for the Coordinating Board, Texas College and University System, Community Colleges and Technical Institutes Division.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; Demand Occupations; Economic Factors; Educational Needs; Educational Planning; Emerging Occupations; Employment Patterns; Employment Projections; *Futures (of Society); Job Training; *Labor Market; Labor Needs; Needs Assessment; Political Influences; Postsecondary Education; Retraining; Social Influences; *Statewide Planning; Tables (Data); *Technical Education; Technological Advancement; Trend Analysis; *Vocational Education
IDENTIFIERS- *Texas

During the past 15 years, fluctuations in the prevailing price of oil have had a profound effect on Texas' economic affairs and labor market. Efforts to forecast what the Texas labor market will be like in the future must allow for the diversity among the state's gulf coast, border, plains, eastern, metroplex, and central corridor regions. Different development strategies and distinctive job and skill needs are emerging in each of these regions. Technological, economic, social, and political changes will all affect future labor needs and labor markets in Texas. An analysis of what these changes will likely entail suggests that the greatest number of job openings are likely to occur in the following areas: agriculture/biotechnology/biomedicine, energy, materials science, marine science/aquaculture, aerospace, telecommunications, manufacturing science, and automated manufacturing and office automation. Meeting future vocational, technical, and adult education and training needs requires a strategic planning and development approach that will be flexible enough to respond to changing local needs. Development of community college systems, joint public-private initiatives, technical assistance and consulting services, and a mechanism for instructional planning based on employment data and projections are also important. (Appendixes include discussions of factors influencing the workplace in Texas, important technologies for education and training, and significant sources of unpublished information on future employment in Texas.) (MN)

ED 293 015 CG 020 662

Cameron, Paul; And Others

Is the Rape Rate Increasing?

PUB DATE- 10 Apr 87

NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Age Differences; Homosexuality; *Incidence; *Rape; Religious Factors; *Sex Differences; *Urban Population; *Victims of Crime

While it has been asserted that rape has increased in frequency over the past generation, part of this increase may be due to a greater willingness to report rape to the authorities. A study was conducted to examine the frequency of rape and to describe the characteristics of rape victims. A random questionnaire survey of 4,340 adults in five urban areas was conducted in 1983. The results revealed that 4% of men and 16% of women surveyed claimed to have been raped. When adjustments for comparability with population age parameters were made, it appeared likely that about 3% of men and 13% of women claimed to have been raped. Young adults between the ages of 18 and 26 years of both sexes reported having been raped about five times more frequently than did adults over age 55. Homosexuals of both sexes reported having been raped over three times more frequently than did exclusive heterosexuals. Women either reared as devout Christians or currently claiming to be devout Christians reported about three-fifths the prevalence of rape reported by irreligious subjects. Reports of rape were found to vary considerably as a function of individual and/or social psychology, sex, and age. (Author/NB)

ED 293 029 CG 020 677

Taylor, Carol A.

Building Care Bridges between Acute and Long-Term Care with Nursing Diagnosis.

PUB DATE- 15 Mar 87
NOTE- 12p.; Paper presented at the Annual Meeting of the American Society on Aging (33rd, Salt Lake City, UT, March 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chronic Illness; *Clinical Diagnosis; *Health Needs; Hospitals; Medical Services; *Nurses; Nursing Homes; *Older Adults; *Patients

The increasing age of the American population and the current emphasis on cost containment in health care make the 1980s an ideal time for building bridges to span the health care needs of elderly persons in acute care and long-term care. While hospitals often discharge patients to nursing homes as an intermediate step between hospitalization and community-based care, other patients also move between the nursing home, hospital, and nursing home. Patient needs are often similar in all of these settings, so nurses need to integrate care between acute and long-term care facilities and employ a means of communication that will augment patient progress. Each level of care currently assesses older patients upon transfer, with each institution emphasizing problem identification according to its own focus of care. When each institution functions as a separate unit of care, the continuity in dealing with the priority problems identified from the previous level of care may get lost. Nursing diagnosis may be the way to bridge care gaps and communicate nursing care along the health care continuum. This document lists advantages in using nursing diagnosis among all levels of care, offers suggestions for initiation of this system as a care bridge between acute and long-term care, and identifies problems in instituting nursing diagnosis as a bridge between levels of care. A sample nursing diagnosis and plans for all levels of care are included. (NB)

ED 293 044 CG 020 692

Rapaport, Ross J.
An Examination of Alcohol and Other Drug Usage by Central Michigan University Undergraduate Students.
PUB DATE- May 86
NOTE- 21p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alcohol Abuse; College Faculty; *Drinking; *Drug Use; Higher Education; Resident Advisers; *Student Attitudes; Student Behavior; *Teacher Attitudes; *Undergraduate Students

This study was undertaken to obtain information on the alcohol consumption patterns of Central Michigan University undergraduates from the perspectives of the students themselves, residence hall staff, and academic faculty. Data were collected from 836 undergraduates, 113 residence hall staff members, and 96 faculty members. The student sample completed the Student Alcohol Usage Questionnaire; the residence hall staff and faculty samples completed the Observations Regarding Student Usage of Alcohol Questionnaire. The results revealed that most students reported consuming alcohol and that alcohol consumption resulted in problem behavior for many. Respondents indicated to varying degrees that they felt alcohol consumption was a problem for undergraduates at the university and that they were interested in learning more about alcohol-related issues. Most respondents felt that alcohol problems resulted in community residents having a negative image of the university. There was variable support for increased expenditures by the university for alcohol education and prevention. There was also support for having an alcohol education specialist on the staff. Additional evidence suggests that a significant number of students experienced problems due to using drugs other than alcohol, primarily marijuana and cocaine. Data tables and questionnaires used in the study are included, including responses. (NB)

Thorne, Cecilia; Pinzas, Juana
Factors Affecting Reading Achievement in Peru.
PUB DATE- Apr 88
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Evaluation; Decoding (Reading); Elementary Education; Foreign Countries; *Reading Comprehension; Reading Difficulties; *Reading Instruction; *Reading Material Selection; *Reading Programs; Reading Research; *Reading Skills; Reading Strategies
IDENTIFIERS- *Peru

Two exploratory studies examined Peru's elementary reading programs. The first looked at reading curriculum, texts, and teachers; the second, at students' reading ability. In Peru performance goals are not specified for each grade by the reading curriculum nor are specific instructional materials recommended (reading is not considered a separate discipline). A reading text is compulsory only for the first grade. A comparison of the nine most often used texts (selected by a survey of 30 schools plus several bookstores in Lima) revealed that: (1) cost is a factor in choice of text; (2) only four texts come with complete instructional materials; (3) all focus heavily on learning units, with little emphasis on review or assessment; and (4) specific learning objectives in all nine are almost identical. An analysis based on a questionnaire administered to 65 randomly selected Lima teachers showed that the type of school (public or private) plays an important role in a teacher's training; that, in turn, a teacher's training affects choice of instructional methods; and that only first grade teachers consider reading an independent subject. The second study, still in progress, is using 32 students from each of three grades (grades 3-5) in three types of schools to measure reading comprehension and methods of learning. Results show significant differences based on type of school. Findings suggest that Peru's decision-makers should follow research findings in the areas of selection of textbooks, instructional design and teacher training in order for reading education to improve. (Four figures and 13 tables of data are included, and three pages of references are attached.) (MHC)

ED 293 117 CS 009 127

Rhodes, Lynn K.; Dudley-Marling, Curt
Readers and Writers with a Difference: A Holistic Approach to Teaching Learning Disabled and Remedial Students.
REPORT NO.- ISBN-0-435-08453-4
PUB DATE- Apr 88
NOTE- 329p.
AVAILABLE FROM- Heineman Educational Books; 70 Court St., Portsmouth, NH 03801 ($18.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Conferences; Diagnostic Teaching; Editing; Educational Games; Elementary Secondary Education; Handwriting; *Holistic Approach; Holistic Evaluation; Informal Assessment; Language Acquisition; Language Processing; *Learning Disabilities; *Literacy; Miscue Analysis; Observation; Observational Learning; Parent Teacher Cooperation; Punctuation; *Reading Instruction; Reading Strategies; *Remedial Instruction; Spelling; Teacher Administrator Relationship; Writing (Composition); *Writing Instruction; Writing Processes
IDENTIFIERS- Audience Awareness; Meaningful Instruction; Trade Books; Whole Language Approach

Intended for teachers of learning disabled or remedial learners at all levels, this book presents a holistic perspective on reading and writing instruction, focusing on meaningful, purposeful literacy applications. The book begins with a general discussion of learning disabled and remedial students and then introduces readers to a holistic theory of reading and writing development. This is followed by a thorough discussion of an observational approach to reading and writing assessment and a consideration of the problem of writing meaningful goals and objectives from a holistic perspective. In the main body of the book, a large number of instructional strategies that have been found successful in encouraging literacy development are provided. Chapters include "Planning Instruction"; "Prereading Instruction"; "In-Process Reading Instruction"; "Post-Reading Instruction"; "Composition: Choices and Instruction"; and "Transcription: Choices and Instruction." In addition to specific instructional strategies, teachers are encouraged to surround students with print and encourage the discovery by students that reading and writing are meaningful, purposeful, and personally worthwhile. The final chapter presents a discussion of collaboration on a literacy program with parents, teachers, and administrators. Also included is an extensive list of predictable trade books for children. (Sixteen pages of references are included.) (ARH)

ED 293 147   CS 211 141

Stevenson, Zollie, Jr.; And Others
Achievement in the Writing To Read Program: A Comparative Evaluation Study.
District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance and Management Planning.

PUB DATE- Jan 88
NOTE- 39p.; For related document, see CS 211 142.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Computer Assisted Instruction; Educational Assessment; Grade 1; Instructional Effectiveness; Kindergarten; Primary Education; *Program Effectiveness; *Program Evaluation; *Reading Achievement; Reading Strategies; *Reading Writing Relationship; Surveys; Teacher Attitudes; Writing Instruction; Writing Research
IDENTIFIERS- District of Columbia Public Schools; Writing Contexts; *Writing Strategies; *Writing to Read Program

Evaluating the Writing To Read program (a computer-based reading/writing program developed by IBM for kindergarten children), a study examined the impact of the program on student achievement in the District of Columbia Public Schools. Writing To Read teaches students 42 phonetic sounds in the context of words that allow students to begin writing and illustrating their writings immediately. Phonetic spelling is used in writing to encourage students to use the range of words available in their vocabularies, and daily writing occurs without negative feedback. Metropolitan Achievement Test (MAT) scores were used from the 1986-87 school year for 86 kindergarten and 130 first grade students in the program, and 155 kindergarten and 152 first grade students in control groups. Writing samples were collected from the treatment and control groups as indicators of student writing ability during the fall and spring. Teacher attitudes and experiences relative to the program were also collected and evaluated using a teacher-survey instrument. Findings indicated that kindergarten students who participated in the Writing To Read program made significant gains in reading and language achievement, and students in the program scored significantly higher on reading achievement than did the comparison group. First grade students in the program did not differ significantly from comparison group reading achievement scores. (Twenty-two tables are included, and 13 references are appended.) (MM)

ED 293 161   CS 211 165

Stein, Shirley
Explorations in Making Meaning: A Case Study.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- Mar 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Research; *Creative Writing; *Descriptive Writing; Elementary Education; Grade 1; Naturalistic Observation; Reading Writing Relationship; Spelling; Student Interests; Student Writing Models; Teacher Role; *Writing Instruction
IDENTIFIERS- Beginning Writing; *Childrens Writing; Meaningful Instruction; Teacher Researchers

A case study was conducted in which a teacher followed the progress of a first grade boy over the course of a semester, collecting samples of his written work and observing his interaction with peers. The teacher came to understand how the boy expressed his uniqueness in his writing, and how important it is for all students to be allowed to use their knowledge and express their ideas, interests, and style in a natural setting. If these conditions are present, children become good writers because writing makes sense to them. Several of the boy's writing samples are provided. (ARH)

ED 293 189 CS 506 114

Gabriel, Michael R.
New Electronic Media, Popular Reading Materials, and Converging Communication Technologies.
PUB DATE- Mar 88
NOTE- 9p.; Paper presented at the Annual Meeting of the Popular Culture Association (18th, New Orleans, LA, March 23-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Electronic Publishing; Information Dissemination; Information Systems; *Information Technology; *Mass Media Effects; Popular Culture; Publishing Industry; *Reading Materials; *Technological Advancement; Telecommunications; Television; Television Viewing; Videotex
IDENTIFIERS- Electronic Newspapers; Media Analysis; Print Media; Television News

In all educational settings, electronic media are pervasive and increasing in popularity because of the speed of transmission and searching of information files. However, in the case of popular media--such as magazines, books, and newspapers--little importance is placed on the speed of transmission, and conversion to electronic books or magazines will probably not occur rapidly. In fact, there is evidence that electronic communication technologies are prolonging the life of popular reading material because of savings in labor and production costs. Newspapers also use electronic technology, and could provide a preferable alternative to television news--a technological medium that trivializes issues and compresses stories to avoid boring mass audiences. Studies have reported the existence of a negative impact by television on academic achievement, in contrast to the positive effects on achievement produced by reading. Yet television is only one of several electronic technologies, and newer media, such as videotex, contain the potential to counteract television effects by turning away from the passive viewing of pictorial images and turning to individual study and contemplation of the written word. (Fifteen footnotes are appended.) (MM)

ED 293 203 EA 019 936

D'Amico, Joseph J.; Corbett, H. Dickson
How To Develop Your School's Readiness for Improvement: An Analysis Process and Recommendations.
Research for Better Schools, Inc., Philadelphia, Pa.
PUB DATE- 87

NOTE- 47p.
AVAILABLE FROM- Publication Sales, Research for Better Schools, Inc., 444 N. Third Street, Philadelphia, PA 19123 ($8.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Strategies; Comparative Analysis; Educational Change; *Educational Environment; *Educational Improvement; Educational Practices; Elementary Secondary Education; *Evaluation Methods; Faculty Mobility; Incentives; Interaction; Linking Agents; *Management Teams; Resource Allocation; School Based Management; *School Effectiveness; School Organization; Staff Utilization; Teacher Administrator Relationship
IDENTIFIERS- Context Effect; *School Context Analysis Form

A research study of the implementation of "good ideas" in 14 schools came to the conclusion that differences in school organization and climate cause differences in the success of school improvement. Specific aspects of organization and climate in these schools, called factors of school context, are the following: resources, incentives, linkages, priorities, factions, turnover, current practices, and prior projects. During this 3-year study, the research team found that when these 8 factors were favorable, implementation of "good ideas" seemed to go smoothly and the intended improvements took hold. This publication is intended to help school staff concerned about improvement apply the results of this research. Organized into three sections, the report (1) presents a process for analyzing how a particular school stands with respect to the eight factors; (2) illustrates how schools can vary on the eight factors by providing specific examples of practices and conditions; and (3) describes how school leaders used the analysis of a school's context to guide their introduction of an improvement. The report concludes with general recommendations regarding how each factor can be addressed. (MLF)

ED 293 217 EA 019 966

Howard, Eugene R.
School Climate Improvement: Leadership and Process.
Collegial Association for the Development and Renewal of Educators, Aurora, CO.
PUB DATE- 85
NOTE- 156p.
AVAILABLE FROM- Publications Center, CADRE, 1125 Moline St., Aurora, CO 80010 ($7.50; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- *Administrator Role; Case Studies; Change Strategies; *Educational Change; *Educational Environment; *Educational Improvement; Elementary Secondary Education; *Leadership; *Principals

Subtitled "Five Case Studies and Three Snapshots," this book illustrates what occurs in measurable terms when participants in the schooling process work cooperatively to improve school climate. In addition, the activities that are described reflect how to achieve the climate objectives of the schooling process--satisfaction and productivity. The first five chapters are case studies of successful school climate improvement efforts. Chapter six, "Three Snapshots," contains briefer descriptions of school climate improvement efforts, and chapter seven summarizes the implications of the case studies. Common threads running through all the projects are the following: (1) involvement supplemented top-down governance structures; (2) staff development was linked to specific school improvement efforts; (3) efforts were frequently measured and reported; (4) leaders shared excitement and positive enthusiasm; and (5) missions or goals were clearly articulated. The leaders of the case study schools shared a common process that included: (1) forming a management team; (2) collecting base-line data; (3) raising staff's, students' and parents' level of awareness; (4) assessing and prioritizing; (5) forming and managing a task force; and (6) doing a summative evaluation. Tables and figures distributed throughout the chapters provide background material; five appendixes conclude the book. (MLF)

ED 293 231 EC 202 080

Latham, Glenn I.
Time on Task and Other Variables Affecting the Quality of Education.

Utah State Univ., Logan. Mountain Plains Regional Resource Center.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jan 85
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *Disabilities; Educational Diagnosis; *Educational Quality; Educational Technology; Elementary Secondary Education; *Instructional Effectiveness; Referral; Special Education; Student Behavior; Student Evaluation; Student Placement; Teacher Characteristics; *Teacher Effectiveness; Teacher Student Relationship; Teaching Methods; *Teaching Skills; *Time on Task
IDENTIFIERS- Behavior Management

Through a literature review and classroom observations, several variables affecting the quality of education were studied, focusing on processes related to student placement in special education and to instruction after placement. The study found that: (1) A dynamic interaction is needed among the referral, assessment, placement, and instruction processes. (2) Time-on-task data should study the amount of the school day that finds students academically engaged; 43% of each typical school hour was found to be available for instruction, of which 77% was on task. (3) A direct correlation exists between time-on-task and the positive nature of teacher-to-pupil interactions. (4) In-class distractors such as talking out, out-of-seat, and general non-compliance can be remarkably decreased by using very simple, low-intensity, remedial strategies. (5) There is little correlation between teacher characteristics and student learning; teaching skills are a more important factor in student learning and are incorporated into teaching methods through five phases of instruction: knowledge of the underlying theory, demonstration, coaching, appropriate practice, and feedback. The paper concludes that teachers today employ technologies and strategies that are 50 to 75 years old and ignore the research database on behavior management and instructional technology that would enable them to proceed scientifically rather than intuitively. (Fourteen figures are included.) (JDD)

ED 293 271 EC 202 470

Improving the Options of Handicapped Students in Mainstream Vocational Education. Final Report.

Institute for the Study of Family, Work, and Community, Berkeley, CA.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jul 87
NOTE- 80p.
GRANT- G008530162
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Demonstration Programs; Educational Finance; Interdisciplinary Approach; *Mainstreaming; *Mild Disabilities; Models; Program Design; Program Development; School Districts; Secondary Education; Teaching Methods; Theory Practice Relationship; *Vocational Education

Presented are the findings of a study designed to identify and describe vocational education programs that have been successful in mainstreaming mildly handicapped students (educable mentally retarded, learning disabled, and mildly emotionally disturbed). The structural elements of 30 exemplary programs in six states are described and an optimal organizational model is presented. Among 20 identified exemplary practices are limiting the number of handicapped students in each mainstream class and providing multiple exit points with specific occupational outcomes. Successive chapters focus on the interdisciplinary approach (integrating the expertise of special educators and vocational educators), characteristics of classroom instruction, optimal classroom arrangements, and components of the overall system of education for employment (professional development incentives, vocational assessment and placement, prevocational instruction, work experience, transition services, support services, interprofessional communication, and administrative support). Implications for state and federal policy are detailed in the areas of funding, technical assistance, and evaluation. Among observations in a concluding chapter is that local education agencies must take the major responsibility for improving the ability of vocational education programs to serve mildly handicapped students. An appendix describes data collection methods and units of analysis. (JW)

ED 293 285 EC 202 484

Deaf Education: The National Mission of Gallaudet's Elementary and Secondary Schools. Report to the Subcommittee on the Handicapped, Committee on Labor and Human Resources, U.S. Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-87-133

PUB DATE- Sep 87

NOTE- 82p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free, additional copies $2.00; make check payable to Superintendent of Documents).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Deafness; Delivery Systems; Elementary Secondary Education; Expenditures; *Hearing Impairments; Information Dissemination; Instructional Development; Instructional Material Evaluation; Marketing; Material Development; National Programs; *Program Costs; *Program Evaluation; *Research Administration; *Research Projects; Teaching Guides; Technical Assistance

IDENTIFIERS- *Gallaudet University DC

The U.S. General Accounting Office (GAO) undertook a study of Gallaudet University's pre-college national mission activities which focus on (1) research, development and evaluation of teacher guides and other educational materials for hearing-impaired students and (2) dissemination of these products and technical assistance to educators of the deaf. The study found inadequacies in Gallaudet's accounting system that makes it impossible to determine exactly what proportion of the pre-college budget is being spent on national mission activities (as opposed to the expenses of operating the model elementary and secondary schools which are also part of the program), but estimated total national mission expenditures at about $9 million annually. Recordkeeping on individual research projects was found to be sporadic and projects were not well monitored. Strong customer satisfaction was found among recipients and users of pre-college products and services, although it was determined that Gallaudet's marketing strategy, which relies primarily on the bookstore catalog, has resulted in limited dissemination. The GAO recommended improvements in the accounting system, development of written policies and procedures for approving and monitoring research projects, and re-evaluation of the overall pre-college marketing strategy to increase availability of products and services to the hearing-impaired. (Author/VW)

ED 293 300 EC 202 499

Lowenthal, Barbara
Public Law 99-457: An Ounce of Prevention.

PUB DATE- 87
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Delivery Systems; *Disabilities; *Educational Legislation; Equal Education; Federal Aid; Federal Legislation; Federal State Relationship; High Risk Persons; Individualized Education Programs; *Intervention; *Preschool Education
IDENTIFIERS- *Early Intervention; *Education of the Handicapped Amendments (1986); Individualized Family Service Plans

The paper briefly describes Public Law 99-457 (The Education of the Handicapped Act Amendments, 1986) with emphasis on implications for families, service providers, and early childhood educators. Among the law's components are the following: all the rights and protections of Public Law 94-142 (Education for All Handicapped Children Act) are extended to preschoolers (ages 3-5) by the school year 1990-1991; state reporting requirements allow a general category of developmental delay instead of specific disability categories; a new state grant program for handicapped/at-risk infants and toddlers is established; required for each child is a multi-disciplinary team assessment and a written Individualized Family Service Plan. Specific intervention services may include special education, speech and language therapy, audiology, occupational/physical therapy, psychological services, and diagnostic medical services. Case management services are required. The law stresses the importance of the family in all intervention efforts; the importance of matching services and intervention models to the unique needs of each child and family; and the importance of interagency agreements, participation, and cooperation. (DB)

ED 293 315 FL 017 291

Des Harnais, Gaston R.; Schaub, Raymond E.
A New Program: The Language and World Business Joint Degree.
PUB DATE- May 87
NOTE- 13p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; College Second Language Programs; Cultural Education; French; German; Higher Education; *Interdisciplinary Approach; *International Trade; Japanese; *Languages for Special Purposes; Majors (Students); Program Descriptions; Second Language Instruction; Spanish; Undergraduate Study
IDENTIFIERS- *Eastern Michigan University

Eastern Michigan University has developed and recently approved for implementation a unique joint degree program offering a Bachelor of Business Administration and a Bachelor of Arts in Language and World Business. The program is a modification of two existing degree programs. The language degree is in applied German, French, Spanish, or Japanese with specialized cultural studies, and is joined with a major in international business administration. The degree earned is jointly awarded by the College of Arts and Science and the College of Business. It is a five-year program, and includes a cooperative placement in the spring and summer sessions of the fourth year. Several new courses have been added to the pre-existing degree programs, and all of the core business courses have been revised to include international elements. An advanced language practicum with business content is also being developed. Enrollment projections were derived from a survey of Michigan school districts and the experiences of the pre-existing language and international trade degree program. Both of the degree programs will remain distinct for administrative and accreditation purposes. Costs are underwritten by a grant and by use of existing institutional resources. (MSE)

ED 293 089 CS 009 088

Mason, Jana M.; And Others
Reading and Writing Attempts by Kindergarten Children after Book Reading by Teachers. Technical Report No. 419.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 88
NOTE- 22p.; Portions of this paper were presented at the Conference on Reading and Writing Connections (Urbana-Champaign, IL, October 19-21, 1986).
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Kindergarten; Picture Books; Primary Education; Reader Text Relationship; *Reading Aloud to Others; Reading Comprehension; Reading Research; *Reading Writing Relationship; Recall (Psychology); *Story Reading
IDENTIFIERS- *Beginning Writing; Childrens Writing; Expository Text; Narrative Text; *Text Types

Investigating the extent to which reading to children and book type affect kindergartners' ability to recall, write about, and read the text that their teacher has just read to them, a study examined the effects that the story reading techniques of six kindergarten teachers had on 52 of their students during three book reading sessions. On three successive days the teachers read three different types of books--a narrative, an expository text, and a picture-phrase book--to their classes during a videotaped session. Immediately after the story was read, each preselected child was taken from the classroom individually and asked to tell about the book he or she had just heard. First, the children were given a blank piece of paper and pencil and asked to write anything that they could remember about the book. Then, probe questions were asked, and finally, the children were asked to read, or "pretend-read," as much of the book as they could. Results indicated that children were strongly affected by the type of book read to them, showing better performance on all measures with the picture-phrase book. Children's reading was moderately correlated with their writing, but probe recall of texts was not correlated with either reading or writing. (Nine tables are included and 29 references are appended.) (MM)

ED 293 133 CS 211 124

Perez, Kathy
Using Young Adult Literature To End Discrimination against Mental Illness.
PUB DATE- 88
NOTE- 53p.; Paper prepared for the Annual Meeting of the Florida Association of Media Educators (FAME) (Orlando, FL, October 19-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; *Annotated Bibliographies; Anorexia Nervosa; Bibliotherapy; Drinking; Drug Use; Elementary Secondary Education; Fiction; Interdisciplinary Approach; *Mental Disorders; Mental Health; *Social Discrimination; Student Attitudes; Suicide; Teaching Methods
IDENTIFIERS- *Health Attitudes; *Health Communication; Health Motivation

In an effort to inform junior and senior high school students about mental illness, this document provides educators with an annotated bibliography of young adult fiction and a set of supporting activities. Included in the bibliography are nearly 100 current fiction titles, grouped according to the following topics: anorexia, drugs and alcohol, mental illness, and suicide. The nine educational activities consist of (1) "Booktalking" (guidelines for presenting an interesting conversation about a book); (2) "Displays and bibliographies"; (3) " 'A Catcher in the Rye': The Use of a Classic" (a selection of study guides, activities, and tests developed by a classroom teacher to accompany reading of "The Catcher in the Rye"); (4) "Read Your Way to a Healthier Life" (an activity which requires students to read a fiction book with a health-related theme, conduct interviews, and create a bulletin board); (5) "Using Publisher Guides To Share Fiction Literature"; (6) "Fiction Forum" (guidelines for group discussions of fiction); (7) "A Comparison of Film and Literature" (a discussion activity which demonstrates to students that films often do not accurately portray authors' messages; (8) "Search for Self: Literature To Promote Positive Thinking" (a list of twenty-one books recommended as background reading for educators); and (9) "Interdisciplinary Programs." The document also contains a professional bibliography of 18 sources and a list of the addresses of 43 publishers. (ARH)

ED 293 244 EC 202 093

Kellogg, Robert C.
Teacher Hiring, Evaluation, and Inservice Training.
PUB DATE- Jul 87
NOTE- 58p.; A presentation to the Joint Meeting of the Convention of American Instructors of the Deaf and the Conference of Educational Administrators Serving the Deaf, Inc. (Santa Fe, NM, June 28-July 2, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Deafness; Elementary Secondary Education; Employment Interviews; Evaluation Methods; *Faculty Development; *Hearing Impairments; *Inservice Teacher Education; Needs Assessment; Personnel Policy; Records (Forms); School Policy; *Teacher Evaluation; Teacher Placement; Teacher Recruitment; *Teacher Selection; Teacher Supervision
IDENTIFIERS- Nebraska State Department of Education; *Nebraska State Schools for the Sensory Impaired

Three tasks are involved in acquiring and developing quality teachers to educate deaf students: hiring, evaluation, and inservice training. The section on "Teacher Hiring" focuses on developing an applicant pool, screening applicants, interviewing, and selecting the new hire. The next section, "Teacher Evaluation," outlines key principles of an evaluation plan and identifies such evaluation elements as developed objectives, observations, and summary conferences. "A Comprehensive System of Personnel Development" deals with identifying staff development needs in the areas of curriculum and instruction, educational management, behavior management, student development, professional development, and student diagnosis and assessment. Appendix A contains a copy of a guide for hiring teachers of the sensory impaired, developed by the Nebraska State Department of Education's Division of State Schools for the Sensory Impaired. Forms are included for interviewing job applicants and for interviewing references supplied by applicants. Appendix B comprises a copy of the evaluation policy and procedures of the Nebraska Schools for the Sensory Impaired. Forms are included to assist in: developing teacher-centered objectives to improve teaching performance, reporting on classroom observations, and summarizing end-of-year teacher performance. Appendix C includes personnel development procedures of the Nebraska Schools for the Sensory Impaired and a staff development survey form. (JDD)

ED 293 331 FL 017 307

Noss, Richard B.
English for Diplomats.
PUB DATE- May 87
NOTE- 20p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Course Content; Course Organization; *English (Second Language); *English for Special Purposes; Foreign Countries; *Foreign Nationals; Higher Education; *International Relations; Program Descriptions; Second Language Instruction
IDENTIFIERS- *Diplomatic Services

A course in English as a second language for diplomats, offered in Washington, D.C. is described. The course consists of two levels: the first aims at non-native speakers of English with threshold proficiency, and the second is designed for current and prospective personnel in foreign diplomatic services of non-English-speaking countries. The first level prepares students for the second. The design and content of each course level is outlined in some detail and the rationale for offering the course is discussed. Aspects of program management such as student selection and placement, class size, teacher selection and placement, teacher control of the curriculum, costs, and evaluation are also examined. (MSE)

ED 292 948   CE 048 864

Colvin, Ruth J.; Root, Jane H.
READ. Reading Evaluation--Adult Diagnosis. (Revised). A Test for Assessing Adult Student Reading Needs and Progress.
Literacy Volunteers of America, Inc., Syracuse, NY.
REPORT NO.- ISBN-000-86666
PUB DATE- 82
NOTE- 88p.; For a related document, see CE 048 865.
AVAILABLE FROM- Literacy Volunteers of America, Inc., 5795 Widewaters Pkwy., Syracuse, NY 13214 ($5.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Achievement Tests; Adult Basic Education; *Adult Literacy; Adult Reading Programs; Beginning Reading; Diagnostic Tests; *Listening Skills; *Literacy Education; Pretests Posttests; Reading Diagnosis; *Reading Skills; Reading Tests; *Sight Vocabulary; Student Evaluation; *Word Study Skills

This test is intended to assist teachers and volunteer tutors working with adult beginning readers in assessing students' reading needs when beginning a reading program and determining their progress after receiving reading instruction. The three-part pretest and three-part posttest each include sections to assess students' sight vocabularies and their word analysis, reading, and listening skills. Recording and scoring information is also provided. A section of additional notes and implications for teaching includes instructions for administering the three parts of the test and filling out the summary sheet, guidelines for using the test results, and procedures for administering a group screening test and informal measures for selecting suitable reading materials for an individual or group. Recording sheets, summary sheet, and the group screening test are included. (MN)

ED 292 975   CE 049 903

Bhaerman, Robert D.
Individualized Career Plan Models. ERIC Digest No. 71.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 4p.
CONTRACT- RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Career Counseling; *Career Development; *Career Planning; Counseling Techniques; *Individual Counseling; *Individualized Programs; *Long Range Planning; Models
IDENTIFIERS- ERIC Digests; *Individualized Career Plans

The technological advances that have occurred in recent decades have resulted in substantial changes in the nature and structure of occupations and industries. Career development is now being recognized as a lifelong process. Individualized career plans (ICPs) or personal plans of action are becoming important instruments for counselors and others to use in helping their students and/or clients meet their changing goals, interests, and needs in today's rapidly changing society. An ICP can be both a tool and a procedure that individuals can use by themselves or with others to implement and monitor their own career development. Rather than a rigid track, a good ICP can provide a renewed focus for an individual's life. Good ICPs are comprehensive, developmental, person centered, and competency based. It has been suggested that the various life roles be used to provide the main section of a plan and that each plan contain a section in which individuals can project their own future career growth. These life roles include the following: worker, consumer/citizen, learner, and family member roles. The ICP model lends itself well to various formats and modifications, it can be targeted in many directions, and it is adaptable for use at all levels of schooling as well as in employment and training agencies. ICPs can also be developed to assist disabled students and working women. The career passport, which is a variation of the ICP model, presents a systematic process for developing an experience-based resume that documents nonwork as well as work experiences and details the skills, attitudes, and knowledge gained through these experiences. (MN)

ED 293 030 CG 020 678

Diedrick, Patricia

Gender Differences in the Meaning of Self-Esteem.

PUB DATE- 86
NOTE- 20p.; Best copy available.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Students; College Students; *Definitions; Higher Education; *Self Esteem; *Sex Differences

It has been found that the sexes differ as to social/affective versus instrumental/competence orientation, with females oriented more towards the social domain and males oriented more towards the instrumental domain. Because it has been suggested that the sexes also differ as to the source of self-esteem, with males deriving esteem from task accomplishment (efficacious behaviors) and females deriving esteem from social relationships (worthy behaviors), it was hypothesized that the sexes would also vary as to the meaning of self-esteem. Subjects were 40 male and 50 female adult college students who completed measures of self-esteem. It was found that global self-esteem correlated with a measure generally considered to be representative of self-worth for females, but not for males. Similarly, global self-esteem correlated with a measure considered representative of self-efficacy for males, but not for females. No sex difference was found in the level of self-esteem held by the sexes. It was concluded that the meaning of self-esteem may be more accurately defined in terms of efficacy for males, and worth for females. (NB)

ED 293 045   CG 020 693

Rapaport, Ross J.; Look, Sherri
Evaluation of the Alcohol Education Discipline Program (AEDP) for the 1986-87 Academic Year. Alcohol Abuse Intervention and Prevention Program.
PUB DATE- Jun 87
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alcohol Education; College Students; *Discipline; Drinking; Higher Education; *Participant Satisfaction; *Program Evaluation; *Student Attitudes; Student Behavior
IDENTIFIERS- *Alcohol Education Discipline Program

The Alcohol Education Discipline Program (AEDP) is a program offered as a service to the Office of Student Life at Central Michigan University. Students are required to attend the program's five 50-minute sessions as a condition of disciplinary probation for alcohol-related infractions of the Student Code of Conduct. This paper reports reactions of the 59 students who participated in the program during the 1986-1987 academic year. It also presents a summary of the AEDP goals, procedural information, and topics covered for each of the four program sessions and the individual meeting with a group leader or co-leader. A summary of participant reactions to their experience in the AEDP program includes a description of the quantitative data for participants during the year and summarized individually by semester. Verbatum transcripts of participants' reactions to evaluation questions are also presented. Results are reported which suggest that students found the group experience useful: (1) participants' written reactions to the group were positive; (2) no significant negative effects of group participation were mentioned; (3) most participants reported that they had input into the topics covered, were treated with respect, and found the individual meeting helpful; and (4) of the 59 participants, 57 reported that they had examined their own personal use of alcohol as a result of participating in the program. (NB)

ED 293 060 CG 020 708

Rapaport, Ross J.
Team-Building to Reduce Residence Hall Staff Stress.
PUB DATE- Feb 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- College Students; *Dormitories; Higher Education; Intervention; Morale; *Resident Assistants; *Role Conflict; *Stress Management; *Stress Variables; Team Training; *Teamwork

Managing the multiple and often conflicting roles and responsibilities of the resident hall assistant (RA) often leads to stress. Team-building is one approach which may be used to reduce stress by increasing group cohesiveness and in turn social support among resident assistant staff members. Usually team-building involves a neutral party (consultant or counselor), a supervisor (residence hall director), and a work group (RA's). Residence hall staff team-building involves four steps. First, a neutral third party discusses the intervention with the supervisor. Second, the supervisor meets with the work group to determine members' feelings and desires regarding the team-building activity. Assuming the work group supports the intervention, the third step involves the third party meeting with each individual member of the work group and the leader. In the fourth step the third party may summarize and present the results of the interviews to the entire group during a team-building session which is held away from the work setting, or the work group may complete a structured exercise designed specifically to accomplish the predetermined goals of the team-building. Invariably work group members become more open in their communication with and supportive of one another as they learn they are not alone in their conflicts, concerns, stresses, and high points regarding their residence hall position. (ABL)

ED 293 075 CG 020 723

Noble, Betty Scott
Children of Divorce: A Correlational Study of Understanding of Divorce, Attribution Style, and Classroom Behavior.
PUB DATE- 85
NOTE- 120p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); Attribution Theory; *Divorce; Family Structure; Intermediate Grades; *Locus of Control; *Preadolescents; *Student Behavior

This study examined the relationship between children's understanding of their parents' divorce, attribution style, and classroom behavior. Fifty fourth and fifth grade children of divorce completed questionnaires concerning their understanding of divorce and attribution style, while teachers completed a rating of classroom behavior. Measures of classroom behavior and attribution style were also obtained for children from intact families. The results revealed no significant relationship between children's understanding of divorce and classroom behavior. A significant relationship was found between external locus of control and more classroom behavior problems. The significant relationship found between understanding of divorce and attribution style indicated that an internal locus of control accompanied a more adjusted understanding of divorce. A trend toward a relationship between internality and fewer classroom problem behaviors and between externality and fewer classroom competent behaviors also emerged. Relationships between attribution style and classroom behavior and between understanding of divorce and attribution style were stronger with increased separation time. No significant differences were found between the classroom behavior of children from divorced and intact families, and few differences emerged in attribution style between the two groups. (Author/NB)

ED 293 162   CS 506 071

Oglesbee, Frank W.
Paradigm, Persona and Epideictic: The Lovesongs of Eurythmics.
PUB DATE- Mar 88
NOTE- 32p.; Paper presented at the Annual Meeting of the Popular Culture Association (18th, New Orleans, LA, March 23-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Audiodisks; Bands (Music); *Content Analysis; Figurative Language; Media Research; Models; *Music; Musicians; *Popular Culture; Speech Communication

IDENTIFIERS- Communications Research; Dramatistic Criticism; Love; *Lyrics; *Popular Music

A study examined the lyrics of the lovesongs of the musical partnership Eurythmics (David Stewart and Annie Lennox), a popular music group. The method used was based on the James Chesbro study, which classified lyrics using a critical paradigm that combined Northrop Frye's hierarchy of communications systems (Ironic, Mimetic, Leader-centered, Romantic and Mythic) with Kenneth Burke's four-step dramatistic process (Pollution, Guilt, Purification, Redemption). Frye's hierarchy, based on the relative intelligence and abilities of the central character compared to the audience, was synthesized with Burke's process, based on behavior. The purpose was to classify Eurythmics' lyrics to see how closely they fit the pattern for the early 1980s established by the Chesbro study, and to see how their work had changed over time, if it had. In-depth analysis was done on their first five albums ("In the Garden," "Sweet Dreams," "Touch," "Be Yourself Tonight," and "Revenge") by scrutinizing the lyrics of their songs, the duo's comments, and reviewers' opinions. Results showed a shift in the Eurythmics' work towards a more romantic outlook in both Romantic and Leader-centered songs, which indicated a correlation to the findings of the Chesbro study. Also, album by album, the incidence of lovesongs rose 40%. (Fifty-one notes are appended.) (MS)

ED 293 176   CS 506 101

Hesler, Marjorie W.
Communication Strategies for the Multicultural Class.
PUB DATE- Dec 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association of Puerto Rico (San Juan, Puerto Rico, December 3-5, 1987). For related document, see CS 506 102.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; Classroom Environment; Classroom Techniques; *Cognitive Style; *Cultural Awareness; Cultural Context; Cultural Differences; Cultural Influences; Cultural Interrelationships; *Cultural Pluralism; *Foreign Students; Higher Education; Learning Strategies; Student Attitudes; Teacher Attitudes; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Communication Styles; Teacher Expectations

Because teacher expectations and student learning styles may conflict in a multicultural class, teachers should examine ways to meet the needs of multicultural students. In Western educational institutions, instruction is planned for incremental learning, students are expected to complete their assignments on time, and the classroom is object-oriented, using educational tools such as learning stations, tape recorders, and computers. Students from various other cultural and ethnic groups may have different learning and communication styles, including analytic and relational styles. There are three types of goal structures which are important to be aware of in multicultural classes: (1) cooperative or positive interdependence, when students work together to complete assignments; (2) competitive or negative interdependence, when students achieve their goals at the expense of others; and (3) individualistic or no interdependence, when student achievement of goals is not dependent on another students' goals. In order to match learning styles, goals, and goal structure, teachers need to identify particular styles of learning by following appropriate guidelines and communication strategies, which include: recognizing individual and cultural differences; planning instruction that provides for pluralism; utilizing situational role plays; and creating learning activity packages that meet similar objectives, but permit students to work independently or cooperatively. (Thirteen references are appended.) (MM)

ED 293 204 EA 019 944

Brandt, Ronald S., Ed.
Content of the Curriculum. 1988 ASCD Yearbook.
Association for Supervision and Curriculum Development, Alexandria, Va.
REPORT NO.- ISBN-0-87120-150-X
PUB DATE- 88
NOTE- 207p.
AVAILABLE FROM- Publication Sales, Association for Supervision and Curriculum Development, 125 N. West Street, Alexandria, VA 22314 ($14.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Books (010)
DESCRIPTORS- Art Education; Articulation (Education); *Core Curriculum; *Curriculum Design; *Curriculum Development; *Curriculum Evaluation; *Educational Strategies; Elementary Secondary Education; English Curriculum; Health Education; Home Economics; Industrial Arts; *Instructional Development; Mathematics Curriculum; Physical Education; Science Curriculum; Second Language Instruction; Shop Curriculum; Social Studies; Technical Education
IDENTIFIERS- *Association for Supervision and Curriculum Devel

This yearbook presents 12 papers comprising recognized experts' thoughts about the content and organization of the various disciplines within the K-12 curriculum. These papers are as follows: (1) "Introduction: What Should Schools Teach?" by Ronald S. Brandt; (2) "Social Studies: The Study of People in Society" by Donald H. Bragaw and H. Michael Hartoonian; (3) "Content and Process in the English Curriculum" by Charles Suhor; (4) "New Goals for School Mathematics" by Patricia F. Campbell and James T. Fey; (5) "Rethinking the Science Curriculum" by F. James Rutherford and Andrew Ahlgren; (6) "Tomorrow's Emphasis in Foreign Language: Proficiency" by Myriam Met ; (7) "What Students Should Learn in the Arts" by Paul R. Lehman; (8) "Curriculum for Critical Reflection in Physical Education" by Linda L. Bain; (9) "School Health Education" by Richard G. Schlaadt; (10) "The Transition from Industrial Arts to Technology Education" by M. James Bensen; (11) "Reconceptualizing the Home Economics Curriculum" by Joanna B. Smith; and (12) "Conclusion: Conceptions of Content" by Ronald S. Brandt. (TE)

ED 293 301 EC 202 500

Repetto, Jeanne B., Ed.
School-to-Work Transition for Handicapped Youth: Perspectives on Educational and Economic Trends.
Illinois Univ., Champaign. Coll. of Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Sep 87
NOTE- 120p.
GRANT- G008430089

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Accountability; Cooperation; *Disabilities; *Economic Factors; Educational Change; *Educational Trends; *Education Work Relationship; Employment Opportunities; Job Training; Planning; Productivity; School Business Relationship; Secondary Education; *Transitional Programs; *Vocational Education

This compilation of papers focuses on the economic and educational considerations required for planning transitional services for handicapped youth, and was developed from the second and third annual forums sponsored by the Transitional Programming for Handicapped Youth: Interdisciplinary Leadership Preparation Program at the University of Illinois at Urbana-Champaign. An introductory chapter, prepared by Jeanne Repetto, is titled "Employment of Youth with Handicaps: Economic and Educational Considerations." The seven forum papers have the following titles and authors: "Competitive Employment: Trends and Issues," (Frank Bowe); "Contemporary Issues and Future Trends that Impact on Employment of People with Handicaps," (Henry McCarthy); "Fostering Cooperation between Industry and Special Education in the Education and Training of Disabled Students," (Donald Clark); "Reflections on the Transition Initiative," (Eugene Edgar); "Worksite Modification To Enhance the Productivity of Persons with Severe Disabilities: Art, Science, or Witchcraft," (John Leslie); "Revising Vocational Education in the Secondary School: Implications for Handicapped Students," (Jane Plihal); and "The Many Faces of Accountability," (Robert Schalock). Graduate students at the University of Illinois served as reactors to the papers and developed brief commentary statements which are also included. (JDD)

ED 292 963 CE 049 890

Educational Planning Course. Interventions Based upon the Study of Adult Educational Development. Educational Development Task No. 1: Adults Making the Commitment to Return to School.

Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 85
NOTE- 190p.; For related documents, see CE 049 891-895.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Adult Students; Behavioral Objectives; Career Education; *Career Planning; *Decision Making; Goal Orientation; Higher Education; Learning Activities; *Reentry Students; *Student Educational Objectives; Teaching Guides

This guide provides all necessary information for administering the educational planning course developed by the Appalachian Educational Laboratory's Lifelong Learning Program for adults who are prospective college students. The course is designed as a prematriculation experience delivered either as an independent course or through continuing education to assist adults in building self-confidence, exploring their ability to do well in an educational setting, and organizing their thinking and ideas related to educational and career plannng. The course is designed for use with small groups. Three modules take students through a graduated process that covers all necessary steps for effective educational and career planning and decision making. Topics are: (1) establishing an occupational preference; (2) developing a career plan; and (3) preparing for job hunting. Materials included for each module are an introduction that discusses the objective, purpose, and content of the module; activities to be performed by the student; an overview of the general steps to be followed by the instructor; facilities, equipment, and materials needed; ideas for conducting the learning activities in the module; postinstructional evaluation of students; and guidelines for students' future planning. Student handbooks for each module are appended. Each contains materials for the activities to be completed in the module. (YLB)

ED 292 988 CE 049 927

Pollard, Jim
Computer Aided Drafting Packages for Secondary Education. Edition 2. PC DOS Compatible Programs. A MicroSIFT Quarterly Report.
Northwest Regional Educational Lab., Portland, OR. Technology Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 88
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Oriented Programs; *Computer Software Reviews; *Computer Uses in Education; *Drafting; *Microcomputers; Secondary Education
IDENTIFIERS- *Computer Assisted Design; *Computer Assisted Drafting
This report reviews eight IBM-compatible software packages that are available to secondary schools to teach computer-aided drafting (CAD). Software packages to be considered were selected following reviews of CAD periodicals, computers in education periodicals, advertisements, and recommendations of teachers. The packages were then rated by teachers on criteria that included cost of software and hardware needed to run it, ease of use, ease of set-up, and the availability of coordinated curriculum materials. The following packages are reviewed in this report: AutoCAD; CADKey 1.4E/CADKey 3.0; CADLab; CADVance; Generic CADD 3.0; Junior Drafter 1.2; and VersaCAD DESIGN Version 5.2. Information is provided on publisher, price, working with the system, ease of use, and comprehensiveness. A chart comparing features of these packages and suggestions on choosing a CAD software package are provided. (KC)

ED 293 016 CG 020 663

Phillips, Martha H.
It's Time To Know about Teen Pregnancy.
PUB DATE- 16 Nov 87
NOTE- 10p.; Paper presented at the Annual Conference of the National Council on Family Relations (49th, Atlanta, GA, November 14-19, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Decision Making; *Early Parenthood; High Risk Persons; Interpersonal Communication; *Peer Counseling; *Pregnancy; *Prevention; *Program Effectiveness; Secondary Education; Secondary School Students; Sexuality; Student Leadership
IDENTIFIERS- South Carolina (Cherokee County)

This report describes "Time To Know about Teen Pregnancy," an educational intervention program implemented in 1985 in the junior and senior high schools in Cherokee County, South Carolina by the Clemson University Cooperative Extension Service. It provides an overview of the problem of adolescent pregnancy in South Carolina and describes the demographics of the county population being reached by the program. Six objectives of the program are listed: (1) to reduce the occurrence of pregnancies among teenagers; (2) to encourage teenagers to postpone sexual intercourse; (3) to increase decision-making skills; (4) to improve interpersonal communication skills; (5) to increase knowledge of the social, health, and economic risks associated with teenage pregnancy; and (6) to develop leadership skills that create an atmosphere of positive peer influence. The training of students as peer counselors is described and methods and materials used to implement the program and introduce it to the students are discussed. Following program implementation, reports from school principals and teachers showed an increased awareness and openness to the teenage pregnancy problem. Parents reported that adolescents had approached them and encouraged family discussions. The family planning clinic at the county health department reported an increase in the number of teenagers seeking assistance. The next goal of the program is the organization of a community Teen Pregnancy Prevention Council. (NB)

ED 293 104 CS 009 109

Hotard, Stephen R.; Cortez, Marion J.
Using Computer Assisted Instruction To Raise and Predict Achievement in Chapter I Students.

PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; Elementary Education; Mathematics Achievement; *Reading Achievement; Reading Comprehension; Reading Improvement; *Remedial Reading; Skill Development
IDENTIFIERS- Computer Services; Education Consolidation Improvement Act Chapter 1; Louisiana

Computer-assisted instruction together with remedial reading classrooms for reading and regular classrooms for math has produced significant remedial gains in Chapter I students in Lafayette Parish, Louisiana--gains which are above the national average for Chapter I. The computer provides a vehicle for daily drill at each child's level which adds significantly to standard classroom remediation. Four years of consistent gains in grades 5 to 8 have shown that it is possible to predict future gains for similar populations. The computer level gains have been validated by correlating them with the Science Research Associates (SRA) nationally standardized scores. Further validation of the domain of acquired skills produced on the computer was performed by demonstrating that students could solve math and reading comprehension problems in an independently derived curriculum, Assurance, Inc. of Tucson, Arizona. Time spent on computer assisted instruction is directly related to increased remedial progress. When insufficient time is devoted to daily computer drill, progress is significantly diminished. (Three tables of data are included.) (JK)

ED 293 118 CS 009 130

Sanacore, Joseph
Creating a Positive Professional Attitude toward Independent Reading in the Schools.
PUB DATE- 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; Elementary Education; *Independent Reading; Inservice Teacher Education; Reading Instruction; Reading Programs; Reading Teachers; Supervisory Methods; *Teacher Administrator Relationship; *Teacher Attitudes; Teacher Improvement; Teacher Influence; Teacher Participation; Teacher Response; Teacher Workshops
IDENTIFIERS- Reading Concepts; *Reading Motivation

Because independent reading builds the foundation for long-term literacy, administrators must encourage teachers to create a positive attitude toward independent reading in school. Five guidelines can help influence teachers' attitudes toward independent reading: (1) share valuable information concerning independent reading, including current research findings; (2) build commitment for independent reading through cooperative efforts, with professional staff involvement in all phases of implementation; (3) encourage active staff participation in nurturing children's growth through library activities and classroom library corners; (4) highlight staff development efforts that support a favorable attitude concerning independent reading; and (5) apply aspects of developmental supervision (diagnostic, tactical, and strategic) to the systematic development of independent reading. (A summary of factors supporting a positive attitude toward independent reading, and 23 references are appended.) (MM)

ED 293 148 CS 211 142

Stevenson, Zollie, Jr.; Kosmidis, Mary
The Status of Writing in the District of Columbia Public Schools: 1986-87.
District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance and Management Planning.
PUB DATE- Dec 87
NOTE- 69p.; For related document, see CS 211 141.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Development; *Curriculum Evaluation; Curriculum Problems; Educational Assessment; Elementary Secondary Education; Instructional Effectiveness; Principals; Public Schools; Student Attitudes; Surveys; Teacher Attitudes; *Writing Instruction; Writing Research
IDENTIFIERS- *District of Columbia Public Schools

To assist in the process of improving writing instruction, a study assessed the status of writing in the District of Columbia Public Schools. The study consisted of four components: a teacher survey; a student survey; principal interviews; and a curriculum assessment. The teacher survey was administered to 897 teachers in 34 schools and the student survey was administered to 2,394 students in 26 schools during December 1986 through March 1987. Principals at 12 schools (four elementary, four junior high/middle school, and four senior high) were interviewed during March and April 1987. Results indicated that students, teachers, and principals were supportive of instructional efforts in writing. However, multiple-choice, fill-in-the-blank, and sentence completion items were among the types of in-class activities identified as writing most frequently assigned. Essays, book reports, journals, and creative writing were not reported to be common in-class writing activities. Findings also showed that many teachers lack recent, formal exposure to process writing and writing across the curriculum. (Thirty-eight tables are included, and 15 references are appended.) (MM)

ED 293 190 CS 506 115

Miller, Patrick W.
Nonverbal Communication. Third Edition. What Research Says to the Teacher.

National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1082-5
PUB DATE- 88
NOTE- 34p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 ($2.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
Guides/Methods/Techniques (For Practitioners) - General (050)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Body Language; *Classroom Communication; *Communication (Thought Transfer); Communication Research; Communication Skills; Elementary Secondary Education; Eye Contact; Facial Expressions; Intonation; *Nonverbal Communication; *Nonverbal Learning; *Paralinguistics; Personal Space; Stress (Phonology); *Teacher Student Relationship
IDENTIFIERS- Communication Behavior

Based on the premise that effective teaching depends on successful communication, this booklet discusses the nonverbal dimension of communication. The booklet contends that humans use nonverbal communications for the following reasons: (1) words have limitations; (2) nonverbal signals are powerful; (3) nonverbal messages are likely to be more genuine; (4) nonverbal signals can express feelings too disturbing to state; and (5) a separate communication channel is necessary to help send complex messages. The booklet argues that teachers should be aware of nonverbal communication in the classroom to become better receivers of student messages and to gain the ability to send students positive signals that reinforce learning, and at the same time become more adept at avoiding negative signals that stifle learning. Several significant research highlights are presented and various areas of nonverbal expression are treated, including facial expressions; eyes; vocal intonation; touching; body postures and movements; dress; and use of space. The conclusion of the booklet maintains that if effective communication is to be achieved in today's schools, it must be as an open process where teachers and students possess the ability to send and receive messages accurately. (A table is included, and 181 references are appended.) (MS)

ED 293 218 EA 019 967

McDonnell, Lorraine M.; Elmore, Richard F.
Alternative Policy Instruments. CPRE Joint Note Series.
Center for Policy Research in Education.; Rand Corp., Santa Monica, Calif.; Rutgers, The State Univ., New Brunswick, NJ. Eagleton Inst. of Politics.; Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- JNE-03
PUB DATE- Nov 87
NOTE- 42p.
CONTRACT- OERI-6-86-0011
AVAILABLE FROM- Publications Dept., RAND Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Decision Making; *Educational Change; *Educational Policy; Elementary Secondary Education; *Methods; *Organizational Theories; *Policy Formation; Problem Solving; Program Implementation; Public Policy; Public Schools; State School District Relationship

This publication builds a conceptual framework that categorizes alternative policy instruments for educational reform into actions. It defines four categories of policy instruments and hypothesizes how each will operate in addressing different policy problems in different political and organizational contexts. Subsequent research will assess recent educational reform policies. The conceptual framework includes four generic classes of instruments: (1) mandates, rules governing the action of individuals and agencies, intended to produce compliance; (2) inducements, the transfer of money to individuals or agencies in return for certain actions; (3) capacity-building, the transfer of money for the purpose of investment in material, intellectual, or human resources; and (4) system-changing, the transfer of official authority among individuals and agencies to alter the system by which public goods and services are delivered. The document defines and describes the four classes of policy instruments, identifies the factors that shape the choice of one instrument over another, and outlines a research agenda for testing this analytical framework in the assessment of educational reform policies. Appended are 36 references. (MLF)

ED 293 232 EC 202 081

Latham, Glenn I.

Breeding Poverty? Great Issues Lecture.

PUB DATE- 6 Oct 87
NOTE- 18p.; Invited lecture, Utah State University Great Issues Series (Logan, UT, October 6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Advocacy; Birth Rate; Contraception; Counseling; Cultural Background; Economically Disadvantaged; Family Environment; *Family Influence; *Family Planning; *Government Role; Heredity; Individual Needs; *Mental Retardation; Population Growth; Poverty; *Public Policy; Social Action; Social Services; Socioeconomic Influences

People classified as "cultural familial retarded" form a segment of the U.S. population that is easily overlooked by society, yet constitutes a growing problem. Individuals with this inherited form of mental retardation (estimated to number in excess of 5 million) are reared in a culturally inferior milieu and have a need for life-long social support. The cultural familial retarded have no advocates to spontaneously champion their cause as other handicapping conditions do. This segment of the population is growing at a rate three to four times as fast as the general population. A three-point plan is proposed: (1) Government must become advocates of the cultural familial retarded, and must recognize them as individuals who are permanently locked in the grip of poverty and intellectual inability. (2) Society must come to grips with the uncomfortable topic of birth control in situations where the procreators are intellectually incapable of making rational decisions which are in their best interests and in the best interest of society. (3) New focus should be given to counseling the cultural familial retarded to help them fend better in society and to help them delay, control, and terminate the procreative process to achieve a more manageable family situation. (JDD)

Dennis, Steven; Ebert, Thomas A.

Hiring Workers Who Have an Intellectual Impairment: A Guide for Employers.

Western Industrial Research and Training Centre, Edmonton (Alberta).
SPONS. AGENCY- Employment Immigration Canada, Ottawa (Ontario).

REPORT NO.- ISBN-0-921699-01-8
PUB DATE- 87
NOTE- 21p.; A grant was provided from Employment and Immigration Canada.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- *Employer Attitudes; *Employer Employee Relationship; *Employment Potential; Financial Problems; Insurance; Interpersonal Competence; *Mild Mental Retardation; *Peer Relationship; Supervision; Training; *Vocational Rehabilitation

This guide is intended to answer employers' questions on how to hire and manage workers who have an intellectual impairment. Following an introductory description and definition of intellectual impairment, the guide addresses relevant issues through a series of responses to questions: (1) Do individuals with an intellectual impairment make good employees?; (2) What are their job strengths and weaknesses?; (3) Are there any special considerations for employees who work in jobs requiring contact with customers or the public?; (4) What kinds of jobs can they perform?; (5) Will extra training time or supervision be required?; (6) How can training or supervision be provided without disrupting the flow of activity?; (7) Should an employee with an impairment be treated differently from other employees?; (8) How will co-workers respond to the new employee?; (9) What are the costs associated with hiring intellectually impaired workers?; (10) Will company insurance rates change?; and (11) What are the benefits associated with hiring intellectually impaired workers? Names and addresses of organizations that can supply additional information are provided along with a summary of "keys to success" that encourage employer commitment, education, understanding, and active partnership with vocational rehabilitation specialists and agencies. (VW)

ED 293 272 EC 202 471

Hutchinson, Nancy; Hemingway, Peter
Teaching Representation and Solution of Algebraic Word Problems to Learning Disabled Adolescents.
PUB DATE- Apr 87
NOTE- 25p.; Paper presented at the Annual Meeting of American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Algebra; Cues; Educational Research; Instructional Effectiveness; *Learning Disabilities; Maintenance; Mathematics Curriculum; Mathematics Instruction; *Problem Solving; Secondary Education; Teaching Methods; Transfer of Training; *Word Problems (Mathematics)

The dual purpose of this study was (1) to design instruction in problem representation and solution of algebraic word problems in order to improve the algebraic problem solving skills of learning disabled (LD) adolescents; and (2) to devise and evaluate the effectiveness of instructional procedures for teaching LD adolescents to represent and solve algebra word problems. Twenty learning disabled students (Grades 8-10) were assigned to instructed (experimental) or control conditions. The experimental group received guided instruction in problem representation and problem solution for 600 algebra problems representing each of three mathematical structures: relational, proportion, and two-variable two-equation problems. Elements of the instructed phase included six pretests, intervention on alternate days for 12 weeks (using techniques which included scripts, verbal prompts, self-questioning, and reinforcement), six posttests, tests of near-transfer and far-transfer, and maintenance evaluation. The control groups received pretests, posttests, and their regular program of mathematics instruction. Examination of the single-subject data indicated that instructed students learned the three problem types, maintained what they had learned after a 6-week interval, and transferred their learning to problems deliberately constructed to be different. For two of three measures used, instructed students had significantly higher outcome scores than controls. (JW)

ED 293 286 EC 202 485

Gittman, Betty
Model Program to Mainstream Preschool Hearing Impaired Children Ages 2-5 in a Variety of Integrated Settings. Project CHIME: Year 3 and Final Report, July 1, 1984 to June 30, 1987.
Illinois Univ., Urbana. Dept. of Architecture.
PUB DATE- Jun 87
NOTE- 55p.
GRANT- G008401386
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; Emotional Adjustment; *Handicap Identification; *Hearing Impairments; *Inservice Education; Language Acquisition; Listening Comprehension; *Mainstreaming; *Media Adaptation; *Parent Education; Preschool Education; Social Adjustment
IDENTIFIERS- Project CHIME; *Screening Programs

Project CHIME developed and implemented strategies to promote effective mainstreaming of preschool hearing-impaired children, ages 2-5, by establishing a model demonstration program that provided, over a 3-year period, 20 hearing-impaired children with mainstreamed learning experiences in a variety of integrated settings through neighborhood nursery schools and day care centers. Preschool curriculum materials were adapted for use with the mainstreamed hearing-impaired children and a training program was developed for staff in participating schools and centers. An extensive parent education program for parents of both hearing-impaired and nonhandicapped participants was also provided. In evaluations conducted at the end of the program, the hearing-impaired preschoolers demonstrated increased ability to function and learn in a group setting and had made gains in social-emotional adjustment, auditory language comprehension, and language development. Project CHIME also implemented a comprehensive screening and monitoring system to ensure early identification of potential hearing problems and provide appropriate referrals. More than 2000 preschool children were screened in a total of 54 participating mainstream preschool and day care sites. Appendices provide descriptive case studies and statistical evaluation data. (VW)

ED 293 316 FL 017 292

Morse, Kenneth O.

Internationalizing the Business Program in Small Colleges under Conditions of Constrained Resources.

PUB DATE- May 87
NOTE- 24p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; Community Support; Consortia; *Costs; *Curriculum Development; Higher Education; *Languages for Special Purposes; Program Descriptions; Resource Allocation; Second Language Instruction; *Small Colleges
IDENTIFIERS- *High Point College NC

The successes and failures of a small private college in internationalizing its business curriculum are discussed. The college's condition of severely constrained resources is outlined, and the college's program development approach of sharing resources with other institutions is described. A consortium of local institutions was created to allocate available resources more efficiently. The program successes include additional staff, new courses and strengthened existing courses, and increased on- and off-campus publicity for the program. Failures include overtaxed available resources, small class sizes, and apathetic responses by both the academic and business communities. Ideas for obtaining funding and motivating potential resources to participate are also discussed. (MSE)

ED 293 332 FL 017 308

Du-Babcock, Bertha; Babcock, Richard D.

An Analysis of English Language Education and Its Impact on Business Practice in Taiwan.

PUB DATE- May 87
NOTE- 12p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration; *Business Communication; Case Studies; *Cross Cultural Training; Curriculum Design; *English (Second Language); Foreign Countries; Instructional Materials; Intercultural Communication; *International Trade; Language Teachers; Material Development; Second Language Instruction; Teacher Education; Teaching Methods
IDENTIFIERS- *Multinational Corporations; *Taiwan

The state of English language instruction in Taiwan and its impact on firms doing business there are examined. The analysis draws on case studies of language training and use in four national and multinational corporations, each representing different nationalities and a different industry: Texas Instruments, Kaohsiung Monomer Company Limited, Bank of America, and Cheng-Yia International Corporation. First, English instruction in Taiwan and the major problems occurring in curriculum design, materials development, teaching methods, and teacher preparation are discussed. Second, the case study findings are presented, focusing on situations of language use and the existence of communication problems within the companies. Third, recommendations are made for language training and cross-cultural training programs to improve intercultural communication. (MSE)

ED 293 002 CE 049 950

NC-DECA Management and Operations Guide.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

PUB DATE- 87
NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Business Education; *Distributive Education; Educational Resources; Guidelines; Learning Activities; *Marketing; Parliamentary Procedures; *Program Development; *Program Implementation; Publicity; Secondary Education; *Student Organizations; Vocational Education
IDENTIFIERS- *Distributive Education Clubs of America

This handbook was prepared to give both teachers and students basic background information about the Distributive Education Clubs of America (DECA). Included are handouts, transparency masters, and suggested activities for implementing DECA on the local level. The first six sections of the guide cover the following: integrating DECA into marketing education; the role of the DECA advisor; operating and managing a local DECA chapter; orienting students to DECA; organizing the DECA chapter; and promoting DECA. A brief activities section consisting of a word search and key and a quiz on DECA orientation, and a bibliography of DECA-related materials conclude the document. (KC)

ED 293 090 CS 009 090

Petercsak, Stephen J., Jr.
Study Skills: A Resource Book.
Ohio State Dept. of Education, Columbus. Div. of Inservice Education.
PUB DATE- 86
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alphabetizing Skills; Classification; Curriculum Development; Elementary Secondary Education; *Learning Strategies; Memorization; Notetaking; Outlining (Discourse); Reading Rate; *Skill Development; *Study Skills
IDENTIFIERS- Direction Following; *Organizational Skills; Organizing Strategies; Skimming (Reading)

Reinforcing the concept that study skills instruction needs to be part of the curriculum at every grade level and needs to be taught through a developmental approach, this resource book provides suggested student competencies, teaching approaches, and sample activities. This guide contains a section for each of seven study skills--locating information, organizing information, recalling information, adjusting reading rate, formalizing study methods, using graphic aids, and following directions. Each section includes: (1) lists of student competencies in study skills established at three levels (primary grades K-3, intermediate grades 4-8, and senior grades 9-12); (2) in-depth look at each study skill, including definition of terms, rationales for instruction, and suggested approaches to teaching study skills; and (3) sample study skills activities for both elementary and secondary students. A reference guide is provided at the beginning of the book, listing various topics alphabetically, including dictionary use, questioning models, and time management. In addition, a chart of the development of study skills in grades K-12 outlines the aspects of each study skill needed for each grade level. (Twenty-seven references are appended.) (MM)

ED 293 134 CS 211 125

Aber, John
Composition Teachers Need To Become Teacher-Researchers: Reflections Based on an Ethnography of Teacher Training Sessions.
PUB DATE- Mar 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Philosophy; *Educational Research; English Curriculum; English Instruction; *English Teacher Education; Ethnography; Higher Education; *Inservice Teacher Education; Secondary Education; Teacher Education Programs; Teacher Improvement; Teacher Participation; Teacher Workshops; *Writing (Composition); *Writing Instruction; Writing Research
IDENTIFIERS- English Teachers; Teacher Researchers

Educational research has been meeting resistance in its effort to influence curricular policy or to change classroom practice because of the lack of value placed on it by those who exercise power over and in higher institutions of learning. In order to counteract this resistance it is important to identify those predisposed to effect change in the classrooms. This involves finding a way to discover exactly what motivates those who teach writing to act as they now do--and what might begin to motivate them to reflect critically on their practice to see if it is actually meeting their needs. Until now, teachers, particularly writing teachers, have been the passive receivers of university-research pronouncements concerning what should be taught and how it should be learned. A year-long observation of a teacher inservice program to train writing teachers in the composing process revealed a negative teacher response. This response to these composition inservice sessions, conducted by an academic researcher, shows how such university-based efforts can easily fail. Another result was the discovery of divergent goals by those who planned the inservice sessions and those who were supposed to benefit from them. Based on these observations, it is recommended that teachers should become active participants in their own research projects and learn to examine the contradictory patterns of meaning that can emerge from school settings, which ultimately can determine what is taught in classrooms and what knowledge is suppressed. (Six references are appended.) (MS)

ED 293 245 EC 202 094

Kellogg, Robert C.
Dormitory Program Review: A Model for External Analysis.
PUB DATE- Jul 87
NOTE- 55p.; A presentation to the Joint Meeting of the Convention of American Instructors of the Deaf and the Conference of Educational Administrators Serving the Deaf, Inc. (Santa Fe, NM, June 28-July 2, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attendants; *Child Abuse; *Counselor Client Ratio; *Counselor Training; *Deafness; Discipline Policy; Dormitories; Elementary Secondary Education; Group Experience; In School Suspension; Policy Formation; Program Evaluation; Recordkeeping; Resident Advisers; *Residential Institutions; School Policy; Sex Education; *Sexual Abuse; Staff Development
IDENTIFIERS- Independent Living; *Nebraska School for the Deaf; Program Review

Systematic review of dormitory programs at residential schools for the deaf can alleviate existing problems and prevent new ones. Allegations of sexual misconduct and child abuse, in particular, have raised serious concerns about the adequacy of staff training and experience and the maintenance of appropriate student-staff ratios to provide necessary supervision. The model presented in this paper, developed at the Nebraska School for the Deaf, recommends that each dormitory program should have a policy and procedures manual that is part of the overall school policy system. Much attention is focused on the importance of accurate recordkeeping regarding disciplinary actions taken and the procedures used to discipline students, including an in-school suspension process, incident reports, privilege or behavior cards, positive parenting activities, and reward systems. Dormitory individualized education plans (IEPs) are prepared to meet all requirements outlined by P.L. 94-142 and have provided a bridge between school and dormitory programs. Other areas covered include sex education, independent living programs, staff career ladders and pay, and administrative structure to enhance a two-way flow of communication between administrators and staff. Copies of the Nebraska dormitory IEPs and a bibliography and resource list are appended. (VW)

ED 292 949 CE 048 865

Colvin, Ruth J.; Root, Jane H.
TUTOR. Techniques Used in the Teaching of Reading. A Handbook for Teaching Basic Reading to Adults and Teenagers. Sixth Edition.
Literacy Volunteers of America, Inc., Syracuse, NY.
PUB DATE- 87
NOTE- 111p.; For a related document, see CE 048 864.
AVAILABLE FROM- Literacy Volunteers of America, Inc., 5795 Widewaters Pkwy., Syracuse, NY 13214 ($9.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Adult Basic Education; *Adult Literacy; Adult Reading Programs; Adult Students; Beginning Reading; Behavioral Objectives; Context Clues; Functional Reading; Instructional Material Evaluation; Language Experience Approach; Learning Activities; Lesson Plans; *Literacy Education; Phonics; Reading Comprehension; *Reading Instruction; Sight Vocabulary; Syllables; Teaching Methods; *Tutoring; Vocabulary Development; Word Study Skills
IDENTIFIERS- Thinking Skills

This guide is intended to assist teachers and volunteer tutors who are teaching adults and teenagers to read. The nature and extent of the adult illiteracy problem and the process of learning to read are discussed in the first chapter. The characteristics that are desirable in basic reading tutors and those that are encountered in adult learners are described in the next two chapters; assessment and goal setting are examined next, and the fifth chapter deals with the following instructional approaches and techniques: language experience stories, sight words and context clues, phonics (consonants), and word patterns. Comprehension and thinking skills are the subject of the sixth chapter. Chapter 7 is devoted to instructional materials and learning activities, and Chapter 8 covers goal analysis and lesson planning. Materials that should be brought to a lesson, methods of identifying appropriate material, ways of incorporating handwriting into lessons, steps in developing lesson plans, and appropriate behavior for tutors are discussed in the next chapter. A series of sample beginning- and intermediate-level lesson plans is also included. Appendixes include guidelines for evaluating tutor competency (complete with illustrative case studies), a list of the 300 most frequently used words, basic and survival word lists for adults, useful words for filling out forms, signs in capitals, a glossary, suggested key words, vocabulary building/syllabication guidelines, word patterns, guidelines for evaluating adult basic education reading material, a checklist of students' word attack skills, and lesson plan forms. (MN)

ED 292 976 CE 049 905

Ratcliff, Elisabeth Schlaefle
Administrator's Handbook for Assembling a Basic Skills Team and Starting a Basic Skills Project.
Idaho State Dept. of Education, Boise. Div. of Vocational Education.
PUB DATE- 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Basic Skills; *Educational Cooperation; Program Development; *Program Implementation; Secondary Education; *Teamwork; *Vocational Education

This handbook provides information about the Idaho Basic Skills Project as well as processes to help identify participants who will create a successful Basic Skills Team for the school. The handbook begins with a series of questions that are intended (1) to help administrators understand the project better and (2) to help them decide on the need for the project and its acceptance by the staff. Two charts follow. One helps identify likely candidates for the basic skills team. The other helps the administrator keep track of those teachers identified and their responses. A form is provided upon which to record the schedules of the members of the team. A list of the kinds of information the team members should be given is provided. Other contents include a form that team members should fill out regarding their understanding of basic skills and how teachers, administrators, and others should respond to the problem. A model memo to selected team members is also provided. (YLB)

ED 293 031 CG 020 679

Kleeman, Rosslyn S.
The President's Commission on AIDS. Testimony.
General Accounting Office, Washington, D.C.
REPORT NO.- GAO/T-GGD-88-6
PUB DATE- 3 Dec 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Advisory Committees; *Compliance (Legal); *Federal Legislation; Policy Formation

This document presents the testimony of Rosslyn Kleeman, the senior associate director for the General Government Division of the United States General Accounting Office (GAO), before the Senate Committee on Governmental Affairs. It discusses the work being done by the GAO in a study of the operations of advisory committees within a number of departments and agencies, focusing on compliance with the Federal Advisory Committee Act (FACA) and General Services Administration (GSA) regulations by advisory committees at the National Institutes of Health and the Food and Drug Administration, and on the formation and initial operations of the President's Commission on the Human Immunodeficiency Virus Epidemic--known as the President's Commission on AIDS (Acquired Immune Deficiency Snydrome). Progress on work at the NIH and FDA is briefly reviewed, while the majority of the testimony concentrates on work at the President's Commission on AIDS. Requirements of the executive orders signed to establish and amend the commission are listed and pending litigation involving the commission is discussed. Other sections of the testimony focus on the GAO's methodology in conducting the study of the commission, the AIDS Commission's compliance with FACA and GSA Commission chronology, and the Department of Health and Human regulations, the AIDS Services support to the AIDS Commission. (NB)

ED 293 046 CG 020 694

Misner, Carolin E.; Rapaport, Ross J.

Central Michigan University Counseling Center Evaluation.

Central Michigan Univ., Mt. Pleasant. Counseling Center.

PUB DATE- Apr 87
NOTE- 30p.; Paper presented at the Annual Meeting of the Michigan Association for Counseling and Development (Grand Rapids, MI, October 25-27, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; *Counseling Services; Dormitories; Higher Education; *Participant Satisfaction; *Program Evaluation; *School Counseling; Use Studies

An evaluation of the Central Michigan University Counseling Center is presented in this document. Parts of the study methods are described, including the questionnaires sent to 1,000 randomly selected students in residence, use of an optical scan answer sheet, and data collection from 112 users and 324 nonusers of counseling services (a 43.6% response rate). These results are summarized: (1) females used the counseling center more frequently than did males; (2) users and nonusers thought counselors held master's or higher level degrees; (3) respondents thought students used the center on their own initiative; (4) users were more knowledgeable than nonusers about available services and most reported they would recommend a friend seek help at the center; (5) users and nonusers were not very aware that the center gave tests and explained results; (6) of the users expressing an opinion about the competency of counselors, most rated them as competent in helping students with personal, academic, and career problems; (7) a majority of the respondents felt a main function of the center was to work with students with substance abuse problems; (8) users rated the center's environment as satisfactory; and (9) most users were satisfied with their experiences at the center. More frequent evaluations, a comprehensive plan for utilization of evaluation information, and the assignment of a supervisor for future projects are recommended. The study instruments are appended. (ABL)

ED 293 061 CG 020 709

Hutchinson, Roger L.; And Others
A Comparison of Intake Counselors' and Clients' Perceptions of Clients' Presenting Problems.
PUB DATE- 16 Feb 88
NOTE- 18p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (58th, Chicago, IL, May 8-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Client Characteristics (Human Services); Community Programs; Counseling Effectiveness; *Counselor Attitudes; *Counselor Client Relationship; Counselor Performance; Counselor Training; Graduate Students; Higher Education; Mental Health Programs; Research Needs; *Social Cognition

Clients seeking psychological counseling, who initiate service of their own volition, do so to obtain help with a problem that they feel afflicts them. Counselors' perceptions of clients' presenting problems assist counselors in making predictions about behavior from which they construct treatment plans. Research has demonstrated that incongruity between counselor and client perceptions may adversely affect the counseling process and outcome. This study compared client and counselor perceptions of clients' presenting problems within the structure of a counselor training clinic, which serves a large number of community residents presenting real life problems. Participants (N=265) were clients of a university counselor training center. Intake counselors (N=6) were psychologists-in-training who were completing the last few weeks of their residency requirement, including a supervised internship experience. Discrepancies were found between community mental health clients' and their intake counselors' perceptions of clients' presenting problems. Counselors and clients similarly identified "family problems" and "marital problems." Counselors were less aware of clients' "specific anxiety" and their problems in "thinking clearly." Counselors more often identified "intrapersonal problems" and "interpersonal problems" than did clients. In view of these results and the scarcity of research the need for additional study in this area is indicated. (Author/ABL)

ED 293 076 CG 020 724

Hogler, Raymond L., Ed.
Substance Abuse in the Workingplace: Readings in the Labor-Management Issues.
Pennsylvania State Univ., University Park. Dept. of Labor Studies and Industrial Relations.
SPONS. AGENCY- Pennsylvania Milrite Council, Harrisburg.
PUB DATE- 87
NOTE- 211p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Alcohol Abuse; Civil Rights; Court Litigation; *Drug Abuse; *Employee Assistance Programs; *Employees; *Personnel Policy; *Substance Abuse; Work Environment
IDENTIFIERS- *Drug Use Testing

This document contains a collection of readings offering a broad overview of the subject of drug and alcohol abuse in the workplace. Included are: (1) "'Miller Time' in Antebellum America: An Historical Appraisal of the Drinking Habits of the Working Class" (John C. McWilliams); (2) "The Impact of Substance Abuse at the Workplace" (James T. Wrich, et al.); (3) "The Role of Employee Assistance Programs in Dealing with Employee Substance Abuse" (Judith Vicary); (4) "Why Drug Testing is a Bad Idea" (Lewis L. Maltby); (5) "The Employer's Need To Provide a Safe Working Environment: The Use and Abuse of Drug Screening" (Richard E. Dwyer); (6) "Managerial Control, Employee Assistance Programs, and the Medical Disease Ideology of Alcoholism" (Richard M. Weiss); (7) "Drug and Alcohol Abuse in the Workplace: Balancing Employer and Employee Rights" (Thomas E. Geidt); (8) "Screening Workers for Drugs: A Legal and Ethical Framework" (Mark A. Rothstein); (9) "Substance Abuse in the Workplace: Managerial Authority, Employee Rights, and the Common Law" (Raymond L. Hogler); (10) "Arbitration Standards in Drug Discharge Cases" (Pat Wynns); and (11) "Development of Comprehensive Language on Alcoholism in Collective Bargaining Agreements" (Carl J. Schramm). The decision of the federal district court in "Capua v. City of Plainfield," which has become the leading opinion on drug testing, is appended. (NB)

Payne, J. Gregory; And Others
Mediated Argumentative Spots in the 1984 Senatorial Campaign: Framing the Campaign Agenda.
PUB DATE- Nov 85
NOTE- 40p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Denver, CO, November 7-10, 1985). For related document, see CS 506 085.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; Content Analysis; Debate; Elections; Negative Attitudes; Persuasive Discourse; *Political Campaigns; Political Candidates; Political Influences; Public Speaking; *Television Commercials; Television Research
IDENTIFIERS- Advertising Effectiveness; Argumentativeness; *Argumentative Spots; Media Use; *Political Advertising; Political Communication; Political Image; Political Rhetoric; Republican Party

A study examined the particular variables utilized in argumentative spots (political advertisements that attempt to tell the audience where the candidate stands on particular topics) of the 1984 GOP senatorial hopefuls, in an attempt to ascertain if any advantages were manifested in different commercial patterns in content and format of the ads across geographical regions. The study investigated three salient characteristics that influenced the overall success of argumentative spots (otherwise known as arg-spots) which include issue, image, and visibility. Twenty-nine arg-spots were analyzed in light of these characteristics, and were broken down into four geographic regions--north, south, midwest, and west. Twelve variables, including primary topic issue, use of endorsement, and symbolic artifacts were evaluated for the arg-spots from each region, and similarities and distinctions across geo-regions were noted. Analysis revealed that from the perspective of the political campaign as an argumentative conflict made manifest through the mediated debate, the arg-spot played an important role in presenting selected and well-crafted arguments to the voting public. Findings suggests that arg-spots represent a positive step in re-establishing a healthy mediated deliberative diet for the voting public. (Ten tables are included, and 36 footnotes are appended.) (MM)

ED 293 302 EC 202 519

Decker, Marcia, Ed.
Handicapped Children's Early Education Program. 1986-87 Directory.
State Technical Assistance Resource Team, Chapel Hill, NC.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 87
NOTE- 222p.; For the 1985-86 and 1987-88 editions, see ED 280 250 and EC 210 303.
GRANT- G00-84C-3515
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Contracts; Cooperative Planning; Delivery Systems; Demonstration Programs; *Disabilities; Early Childhood Education; Exceptional Child Research; Federal Aid; *Federal Programs; Grants; *Intervention; Outreach Programs; *Special Education; State Programs; Technical Assistance; *Young Children
IDENTIFIERS- *Early Intervention; *Handicapped Childrens Early Education Program

This directory lists projects supported by grants and contracts from the Handicapped Children's Early Education Program (HCEEP) of the U.S. Office of Special Education Programs. An introduction by Thomas Finch describes the HCEEP network and the results of a recent evaluation study. An overview section summarizes, both verbally and statistically, the activities of the five types of HCEEP projects: demonstration, outreach, and state plan grant projects; early childhood research institutes; and the technical assistance center. The directory contains descriptions for each of the 171 HCEEP projects. The descriptions contain such information as address, telephone number, and key personnel of the project; fiscal and administrative agencies; major goals; characteristics of target population; program activities; evaluation approaches; interagency activities; and features and products. An index provides access to the directory listings by demographic and operating characteristics, such as handicapping conditions of children served, parent activities offered, curricula used, etc. (JDD)

ED 293 317 FL 017 293

Greenfield, Gerald Michael

Internationalizing the Business Curriculum at Small Colleges: The Introductory Seminar Approach.

PUB DATE- May 87
NOTE- 13p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Curriculum Development; Global Approach; Higher Education; *Interdisciplinary Approach; International Studies; *International Trade; *Introductory Courses; Second Languages; *Seminars; *Small Colleges

IDENTIFIERS- *University of Wisconsin Parkside

The University of Wisconsin-Parkside offered an experimental course on international business in seminar form as a means of trying an interdisciplinary venture in a new area without commitment to a course structure. The seminar was developed as part of the international studies program, which draws on existing courses in several disciplines, and first offered as a senior special topics seminar in business management. It was designed by the international studies program director and a marketing professor, taught by a specialist in Latin American history, and had a large number of guest lecturers from many disciplines and businesses. The seminar had two main components, the first communicating key social and behavioral science content critical to handling international business, and the second consisting of business topics. Each participant completed an independent research project in his major area of interest, addressing the topic in an international context and with a multidisciplinary approach. The program was well received by faculty, guest speakers, and students. Problems encountered included logistical challenges, difficulty in keeping continuity despite many changes in lecturer schedules, and the diversity of student backgrounds. New perspectives were gained on the use of diverse resources for such an internationally oriented course. (MSE)

ED 292 964 CE 049 891

The Admissions Process: Administrative Handbook. Interventions Based upon the Study of Adult Educational Development. Educational Development Task No. 1: Adults Making the Commitment to Return to School.

Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 85
NOTE- 275p.; A product of the Lifelong Learning Program. For related documents, see CE 049 890-895.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Admission (School); *Admissions Counseling; *Adult Counseling; Adult Students; Career Education; Higher Education; Management Information Systems; Program Development; Program Implementation; *Reentry Students; *Resource Centers; Student Placement

This handbook contains six resource materials addressing major aspects of the admissions process for adults deciding to return to school that involve direct administrative interaction and leadership. Information is first provided for the Admissions Management Information Tracking System, a microcomputer system that tracks prospective students through the admissions process and makes it possible to provide followup assistance for those having difficulty. Second, guidelines are provided for the validation and interpretation of tests used in academic advising and placement of adult learners. Third, information is presented on the use of a toll-free telephone service so that prospective adult students can call to ask questions and talk with institutional representatives about personal concerns and questions. Fourth, the concept of setting up on-campus information booths is discussed. Fifth, procedures are provided for identifying and, when necessary, rewriting admissions documents to reading levels suitable for new students. Sixth, a manual gives specific directions for educational resources managers to plan, install, operate, update, and maintain an educational planning resource center, plus directions on how to provide adults with particular reference to selection of courses and majors. Each major section of the document is followed by one or more appendixes pertaining to some aspect of the process described in that section. (YLB)

ED 292 989 CE 049 930

Wakefield, John F.

Cognitive Skills and Vocational Interests of Intermediate Adolescents.

PUB DATE- Apr 88
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Career Education; *Cognitive Ability; *Creative Thinking; *Divergent Thinking; Grade 6; *Intelligence; Intermediate Grades; Vocational Education; *Vocational Interests

The relationships between vocational interests and cognitive skills were explored through a study of the measured interests and thinking skills of 63 eighth-grade students. Verified scores on the ACT Interest Inventory were correlated with logic, insight, divergent-thinking, and creative-thinking test scores as well as with scores on measures of IQ and achievement. Two patterns of relationship were found. On the one hand, interest in science correlated with logic, insight, IQ, and achievement. On the other, interest in the arts correlated with logic, divergent thinking, and creative thinking, but not with IQ or achievement. When IQ was controlled, first-order partial correlations between scientific interests and logic and artistic interests, logic, divergent thinking, and creative thinking remained significant. Although the size of correlations did not exceed previous findings, these contrasting intellectual profiles differed enough to warrant exploration of educational implications. (Five data tables are appended.) (Author/YLB)

ED 293 003 CE 049 951

Business Education Resource Guide. Bulletin No. 8322.

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Vocational Education.

PUB DATE- 88
NOTE- 187p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Audiovisual Aids; *Business Education; Classroom Design; Community Resources; Compliance (Legal); Computer Software; Educational Equipment; Educational Finance; Educational Games; Educational Legislation; *Educational Resources; Employment Potential; Grants; Instructional Materials; Job Skills; Occupational Information; Office Occupations Education; Professional Associations; Program Proposals; Public Relations; Publishing Industry; Secondary Education; Student Organizations; Teacher Certification; Vocational Education; Workshops
IDENTIFIERS- *Wisconsin

This guide lists a wide variety of business education resources of interest to business teachers (especially in Wisconsin). The guide is organized in 18 sections that cover the following topics: acronyms and definitions; audiovisual suppliers; bulletin boards and games; publishers for employability skills; educational institutions; facilities layout, design, and manufacturers; legal responsibilities; professional literature; professional organizations, conferences, and activities; promotion of business education programs; proposal writing; publishing companies; computer software publishing companies; standard occupational classifications; student organizations; supportive services; teacher certification; and vocational funding and legislation. The final section contains update request forms and a form for suggested revisions to the guide. (KC)

ED 293 017 CG 020 664

Engel, John W.
Generational Differences in Japanese Attitudes toward Women's Employment.
PUB DATE- 18 Nov 87
NOTE- 12p.; Paper presented at the Annual Conference of the National Council on Family Relations (49th, Atlanta, GA, November 14-19, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Attitude Change; Cultural Influences; *Employed Women; Foreign Countries; *Mothers; *Parent Role; *Sex Differences; Social Change; Traditionalism; *Work Attitudes
IDENTIFIERS- Japan; *Japanese People

Traditional ideals discourage Japanese women from working outside the home. This study was conducted to explore generational differences in Japanese attitudes toward women's employment and to interpret those differences in terms of social change. Questionnaires were distributed to approximately 900 Japanese men and women. Subjects were classified as being members of either the younger generation (20-39 years of age) or the older generation (40-59 years of age). T-tests were calculated to test for differences between groups. While no significant differences were found for Japanese men, Japanese women were found to differ significantly on 6 of 11 attitude items. Compared with the younger generation, the older generation of Japanese women showed a greater tendency to believe that they could be happy as full-time housewives; that married women should stay home to have and raise children; that maternal employment was likely to harm children's development; and that a mother should not work outside the home when there was a preschool-aged, school-aged, or teenage child in the family. The results suggest that Japanese women's, but not men's, attitudes toward women's employment are changing. To the extent that this leads to greater differences between men and women, Japanese families may experience more stress and conflict related to employment issues. (Author/NB)

ED 293 105 CS 009 110

Yukish, Joseph F.; Fraas, John W.
Success of Old Order Amish Children in a Strategy-Oriented Program for Children at Risk of Failure in Reading.
PUB DATE- Apr 88
NOTE- 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; Cultural Background; Cultural Context; *Cultural Differences; *Cultural Influences; Grade 1; *High Risk Students; Primary Education; *Reading Difficulties; Reading Improvement; *Reading Programs; Reading Research; Reading Strategies
IDENTIFIERS- *Amish (Old Order); Intervention Education

Evaluating the effectiveness of the Reading Recovery program pioneered in New Zealand by Marie Clay (daily supplemental lessons, for students with reading difficulties, which develop a strategy-oriented, self-improving reading system), a study examined the success of the program in an Old Order Amish population of first-grade students from Ohio. Subjects, 44 first-grade students from five elementary schools in the East Holmes (Ohio) Local School District, included 15 non-Amish and 29 Old Order Amish children. Four categories of students were defined: (1) Reading Recovery children, who received 60 or more lessons or who were officially discontinued from the program; (2) Discontinued Reading Recovery children, who successfully completed the program; (3) Not Discontinued Reading Recovery children, who were not officially released from the program but who discontinued for other reasons; and (4) Non-Reading Recovery children, who served as a comparison group. Observational assessments included letter identification, word test, concepts about print, writing vocabulary, dictation, and text reading. Results indicated that the differences between the Amish culture and the public school environment did not inhibit the progress of Amish children in a strategy oriented program of beginning reading instruction for at-risk readers. Amish children were recovered at an unusually high rate in a shorter period of time than the non-Amish students. (Six tables are included and 30 references are appended.) (MM)

ED 293 119　　　　　　　　　　　　CS 211 102

Raphael, Taffy E.; And Others
Acquisition of Expository Writing Skills. Technical Report No. 421.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 88
NOTE- 29p.; Portions of this paper presented at the Conference on Reading and Writing Connections (Urbana-Champaign, IL, October 19-21, 1986).
GRANT- OERI-G-86-0004
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Expository Writing; Grade 5; Grade 6; Intermediate Grades; Peer Teaching; Special Education; Student Attitudes; Student Writing Models; Teacher Role; Teaching Methods; Worksheets; *Writing Instruction; Writing Processes; Writing Research; *Writing Skills
IDENTIFIERS- Text Structure; *Writing Strategies; Writing Tasks

Four studies by the Cognitive Strategy Instruction in Writing project at the Institute for Research on Teaching, Michigan State University, examined the acquisition of expository writing skills in fifth and sixth grade students. The first study examined the effects of teaching sixth grade students about comparison/contrast text structure. Results indicated that such instruction improved sixth grade students' text recall, summary organization, and appropriate use of key words and phrases. The second study (in which eight teachers and their students participated) introduced fifth and sixth grade students to the writing process with emphasis on: (1) audience and purpose; (2) the role of text structure knowledge in planning, drafting, and revising; and (3) audience, purpose, and text structure knowledge. This study presented students with "think-sheets" to prompt students through the writing process, and results indicated that students in these programs made significant gains in their free writing skills. The third study reported on the participation of an experienced fifth grade teacher in the previous studies, and noted that the teacher internalized the teaching strategies presented in the program. Finally, the fourth study involved an extensive descriptive examination of the writing curriculum used in special education classrooms and with special education students mainstreamed into regular classrooms. Based on the results of these studies, a revised expository writing program was developed. (Samples of students' writings and one figure are included, and sample planning, organizing, editing, and revising work sheets, one footnote and 49 references are appended.) (MM)

ED 293 149 CS 211 144

Moran, Michael G.
Adam Smith and the Rhetoric of Style.
PUB DATE- Mar 88
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication (Thought Transfer); Discourse Analysis; Language Role; *Language Styles; *Rhetoric; *Rhetorical Criticism; *Written Language
IDENTIFIERS- Author Reader Relationship; Classical Rhetoric; Historical Rhetoric; *Rhetorical Theory; *Smith (Adam)

Historians of rhetoric have generally accepted the view that Adam Smith rejected the principles of classical rhetoric. However, while there can be no doubt that Smith greatly truncated the five classical arts of rhetoric (invention, arrangement, style, memory, and delivery) by reducing his concerns largely to style and arrangement, he did not reject a second major rhetorical tradition that has its roots in Aristotelian rhetoric. This tradition is called the communication tradition and views discourse as the creation of an interaction among a writer, a reader, and a subject (the "communication triangle"). Smith based much of his rhetorical theory on the "communication triangle" and by doing so developed a full theory of style that has its roots deep in the classical tradition. Smith viewed stylistic effect as the interaction among the three elements of the "communication triangle." For Smith, an effective style uses language that (1) effectively conveys the sentiments and thoughts of the author; (2) achieves the desired effects on the audience; and (3) corresponds to the subject under discussion. When language accomplishes all three goals, according to Smith, then the style possesses beauty and effectiveness, which he naturally emphasized. But at the same time Smith also addressed traditional rhetorical concerns. (MS)

ED 293 177 CS 506 102

Hesler, Marjorie W.

A Survey of the Ways American Colleges and Universities Meet the Oral Communication Needs of International Students.

PUB DATE- Dec 86

NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association of Puerto Rico (San Juan, Puerto Rico, December 1986). For related document, see CS 506 101.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Communication Apprehension; Communication Research; *Communication Skills; English (Second Language); Foreign Student Advisers; *Foreign Students; Higher Education; *Intercultural Communication; Interpersonal Communication; Public Speaking; Student Adjustment; Surveys; Writing Apprehension

IDENTIFIERS- Communication Behavior

In light of the increasing number of international students on college campuses in the United States, a study examined how international students' oral communication needs were being met on these campuses as of the summer of 1985. A 19-question survey (probing required or elective status of communication courses, content of courses, assignments, and integration in classes of international and national students) was mailed to foreign student advisors in 165 colleges and universities randomly selected from the directory of the National Association of Foreign Student Affairs. Statistical analysis of the 85 returned answer sheets reveal that, in general, whatever is done for the national student is done for the international. Only 40% of internationals are required to take a communication course. In most of these cases the content of the course is public speaking, and the internationals are in class with national students. In general, international students' apprehension of speaking and writing English is not measured, and if measurement occurs it is in the English as a second language class. National students' speaking and writing apprehension are also generally not measured, but when measurement occurs it usually is in a Communication or English class. (Three references are included, and a sample survey sheet is appended.) (ARH)

ED 293 191 CS 506 116

Nebb, Grace D.
Improving Sixth Graders' Basic Music Skills and Developing Compositional Skills through the Use of the Ukulele.
PUB DATE- 88
NOTE- 84p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; Educational Research; Elementary Education; Extracurricular Activities; Grade 6; *Music Activities; Musical Composition; Musical Instruments; *Music Appreciation; *Music Education; Music Teachers; Parent Attitudes; Parent Participation; *Practicums; Songs; *Student Attitudes; Student Motivation
IDENTIFIERS- Communication Strategies; Music Ability; *Ukuleles

Addressing the problem of low music skills and lack of motivation to participate in music programs in elementary and junior high schools, a study examined a daily after-school practicum in which music skills, composition, and performance were practiced. Twenty sixth-grade students participated in 72 40-minute after-school sessions, meeting twice a week for 36 weeks under the supervision of a music teacher. Using the ukulele as a performing and composing medium, students were taught the mechanics of the instrument, as well as four areas of musical development: theory, rhythmic and melodic dictation, sightreading, and composition. The first 18 weeks focused on elementary theory and performance skills. Evening workshops, in which students demonstrated their developing performance skills, were offered to parents of participating students. In the 28th week, students began composing simple melodies, culminating in a book of original songs written by the students. Results of student pre- and post-surveys indicated an improvement in understanding music education, and a development in students' musical ability and enjoyment. Students also improved their total music skills test scores by at least five percent in the four areas of musical development. Pre- and post-questionnaires, sent to parents of participating students before and after the practicum implementation, indicated an increased awareness and understanding of the music program. (Six tables are included, and students' pre- and post-survery, pre- and post-survey test, parents' pre- and post-questionnaire, book of songs, implementation calendar, and 18 references are included.) (MM)

ED 293 205 EA 019 945

Pellicer, Leonard O., Ed.; Stevenson, Kenneth R., Ed.
The Best of the NASSP Bulletin. Readings in Secondary School Administration.
National Association of Secondary School Principals, Reston, Va.
REPORT NO.- ISBN-0-88210-168-4
PUB DATE- 85

NOTE- 288p.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (Stock No. 2108508, $9.95; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; Curriculum Development; Instructional Development; *Instructional Leadership; Leadership Responsibility; *Principals; School Administration; School Community Relationship; *School Supervision; Secondary Education; Teacher Administrator Relationship; Teacher Evaluation; Teacher Recruitment; Teacher Supervision
IDENTIFIERS- NASSP Bulletin; National Association Secondary School Principals

This collection of readings on secondary school principalship consists of selected articles published in the NASSP Bulletin from 1980 to 1985. The book is divided into eight topical chapters, each consisting of articles by different authors. The introductory chapter consists of five articles that focus on the role of the secondary school principal, discussing general competencies required for the position and providing advice for new principals. Chapter 2 consists of five articles addressing leadership styles, characteristics, and responsibilities. Chapter 3 consists of five articles on personnel administration, including advice on teacher recruitment, teacher evaluation, and staff development. Chapter 4 focuses on instructional leadership, while chapter 5 concerns noninstructional leadership, addressing such issues as emergency preparedness, combatting vandalism, and school financing. The final three chapters focus on the role of the principal in student personnel services (five articles), the principal as a community relations specialist (three articles), and being an effective secondary school principal (five articles). (TE)

ED 293 219 EA 019 969

The 1985 Public School Survey, Early Tabulations. E.D. TABS, Education Data Tabulations.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-302
PUB DATE- Nov 86
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Government Publications; *Institutional Characteristics; National Surveys; *Public Schools; School Demography; *School Statistics; School Surveys; Tables (Data); *Teacher Characteristics; *Teacher Salaries; *Time Management

This report includes early tabulations from the 1985 Public School Survey of schools and teachers. The tabulations and figures are prefaced by a description of the survey methodology, indicating what the limitations are on the data and briefly describing sampling variation. The mail sample survey collected information on a nationally representative sample of 2,801 public schools and 10,650 teachers. The purpose of this report is to make preliminary data available from the survey; it is only an excerpt of what will be available on the full public use data tape. School information includes data on enrollment, staffing, minority enrollment, use of aides and volunteers, use of computers, and incentive programs for teachers. Teacher information includes data on training, experience, age, racial-ethnic affiliation, teaching salary, working hours, and additional employment. The tables conclude with a copy of the questionnaires used to collect the data. The report does not include interpretation or highlights of findings, nor does it provide cross references to other data. (MLF)

ED 293 233 EC 202 082

Gartner, Alan; Lipsky, Dorothy Kerzner

Beyond Special Education.

PUB DATE- 16 Nov 87
NOTE- 21p.; Paper presented at the Council for Exceptional Children's Topical Conference on the Future of Special Education (Orlando, FL, November 15-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Educational Change; Educational Opportunities; Educational Practices; Elementary Secondary Education; Equal Education; Expectation; Grouping (Instructional Purposes); Individual Differences; Instructional Effectiveness; Labeling (of Persons); *Mainstreaming; School Effectiveness; *Social Action; *Social Attitudes; *Special Education; Student Educational Objectives

Faults of special education include its medical view of disability, its arbitrary division of students into handicapped and nonhandicapped, and the resultant separation between general and special education. Disabled adults are becoming less tolerant of an educational system that fails to recognize the capabilities of handicapped students. Society's attitudes toward disability are often more disabling than the handicapping condition itself. The labeling of students as handicapped lowers expectations for them and denies them autonomy and decision-making authority. The total educational system must change to ensure that disabled children receive an equal education. Students with mild and moderate handicapping conditions should be integrated into general education programs at the building level. A new framework for education is needed, and it must focus on adapting instruction to individual differences to maximize common goal attainment. Recommended is a merged or unitary system which rejects the bimodal division of handicapped and nonhandicapped and recognizes that individuals vary. Such a system requires: adaptations in society and in education, not solely in the individual; the use of effective educational practices in classrooms and schools; appropriate supports for disabled students and their families; and application of school effectiveness research, cross-cultural research, and adaptive education approaches. (JDD)

ED 293 259 EC 202 458

Binkard, Betty; And Others
Brothers & Sisters Talk with PACER.
PACER Center, Inc., Minneapolis, MN.
PUB DATE- Sep 87
NOTE- 37p.
AVAILABLE FROM- PACER Center, Inc., 4826 Chicago Avenue South,
Minneapolis, MN 55417 (free).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adjustment (to Environment); Adolescents; Autism; Behavior Disorders; Cerebral Palsy; *Childhood Attitudes; Congenital Impairments; *Coping; Deafness; Developmental Continuity; *Disabilities; Downs Syndrome; Elementary Secondary Education; *Family Relationship; Individual Development; Learning Disabilities; Mental Retardation; *Peer Relationship; *Siblings
IDENTIFIERS- *Long Term Care

This booklet presents excerpts from interviews with siblings (ages 10-28) of persons with a range of handicaps, including Down Syndrome, cerebral palsy, learning disabilities, deafness, autism, seizure disorder, genetic disorders, and mental retardation. It is arranged in order from the youngest person interviewed and continues through successively older siblings. This is intended to help the reader watch the maturing process from the somewhat limited understanding of the first interviewee, through the adolescent years when normal sibling strife can be exacerbated by the presence of a handicap, to the young adult years when siblings have built lives outside the family home and look back upon their childhood relationships with a more removed perspective. The comments of the siblings vary widely, but among the topics covered are relationships with parents, school-related experiences, reactions of their friends to their siblings' problems, level of understanding they had as a child about the handicaps involved, the responsibilities they bore for the care of their sibling while growing up, and their concerns about future plans and longterm care for their sibling. A list of resources is included. (VW)

ED 293 273 EC 202 472

Fais, Laurie; Wanderman, Richard

A Computer-Aided Writing Program for Learning Disabled Adolescents.

PUB DATE- 87
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Uses in Education; Dyslexia; *Expressive Language; High Schools; *Learning Disabilities; Program Effectiveness; *Receptive Language; *Word Processing; *Writing Instruction
IDENTIFIERS- *Apple Macintosh

The paper describes the application of a computer-assisted writing program in a special high school for learning disabled and dyslexic students and reports on a study of the program's effectiveness. Particular advantages of the Macintosh Computer for such a program are identified including use of the mouse pointing tool, graphic icons to identify available options, menus, windows, the high resolution screen, and standardization of software applications. The study evaluated use of the computer with 27 students who spent one class session a week in the Computer Aided Writing Project. Comparison of pre-testing (September) and post-testing (May) showed mixed results. Further analysis of results indicated a distinction between active/expressive tests or tests couched in the context of a full paragraph, and passive/receptive tests or tests of tasks isolated from context. All the improvements students made were in the active, paragraph-size tasks: organizing specifics into paragraph form, proofreading, writing/grammar, and speaking/grammar. Students' performance on tasks isolated from paragraph context (crossing out unrelated specifics in lists, categorizing/outlining items in lists) and the receptive tests of reading/grammar and listening/grammar showed no improvement and in some cases showed some loss. Teacher observations tended to be positive. (DB)

ED 293 287 EC 202 486

Kelker, Katharin A.
Taking Charge: A Handbook for Parents Whose Children Have Emotional Handicaps.
Portland State Univ., OR. Research and Training Center to Improve Services to Emotionally Handicapped Children and Their Families.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Sep 87
NOTE- 110p.
GRANT- G008435137
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Services; Educational Legislation; Elementary Secondary Education; *Emotional Disturbances; Intervention; Mental Health; Models; *Parent Child Relationship; *Parenting Skills; *Parent Materials; Psychiatric Services; Psychological Services; Residential Institutions

The manual is designed to provide information and support to parents of emotionally disturbed children. The first chapter, "Feelings Come First," deals with such topics as identifying unusual behavior, impact on parents and other family members, coming to terms with feelings, and advice from other parents. Chapter 2, "Finding Some Help," defines psychotherapy and five models of emotional disturbance, describes common disorders exhibited by emotionally disturbed children (behavioral, emotional, developmental, adolescent, and somatization disorders), and describes how to locate an appropriate specialist to provide diagnosis and treatment. This chapter concludes with a description of available services, including home intervention, school-based services, community treatment options, residential treatment centers, and training schools. The third and final chapter, "Understanding the Law," discusses the meaning of common labels (e.g., autism, behavior disordered, delinquent, mentally ill, socially maladjusted), and proceeds to a discussion of federal statutory and case law. A section on school and treatment problems addresses such issues as suspension, corporal punishment, chemical dependency, and custody. Organizations which serve as sources of information for mental health issues conclude the chapter. Each chapter contains question/answer exercises and a bibliography. The

manual concludes with a glossary of acronyms, laws and regulations, and definitions of related terms. (JW)

ED 293 333 FL 017 309

Hoppe, Ronald A.; Kess, Joseph F.

Using Patterned Discourse in the Language of Law and Medicine.

PUB DATE- May 87
NOTE- 16p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Communication Skills; *Discourse Analysis; Foreign Countries; Interaction; *Interpersonal Communication; *Language Patterns; *Lawyers; *Physicians; Pragmatics; Professional Occupations; Psycholinguistics; Second Language Instruction

A discussion of discourse patterns in the professional interactions of lawyers and physicians suggests that these encounters are programmatic exchanges to which the psycholinguistic rules of processing and inference can be applied. In these professions, the constraints of normal discourse patterns interact with the conventions of giving and getting information in monologues or interviews. It is proposed that discourse analysis be used in such areas to design patterned language protocols for structuring inferential processes for effective communication. Examples are drawn from the communicative needs inherent in giving jury instructions and in conducting a doctor-patient interview. (MSE)

ED 292 977 CE 049 906

Mangum, Garth L.
Youth Transition from Adolescence to the World of Work.
William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
PUB DATE- 87
NOTE- 106p.; A product of Youth and America's Future. For other papers in this series, see CE 049 907-912 and CE 049 914.
AVAILABLE FROM- Institute for Educational Leadership, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036-5541 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adolescents; Change Strategies; Economic Factors; *Education Work Relationship; *Employment Patterns; *Employment Problems; Job Training; *Labor Market; Labor Turnover; Outcomes of Education; Program Development; Program Improvement; Secondary Education; Transitional Programs; Unemployment; Vocational Adjustment; Vocational Education; Vocational Maturity; Work Attitudes; *Youth Employment

Despite the fact that American society persistently separates home from workplace and extends adolescence, most American youth make the school-to-work transition with a minimum of pain and reasonable success. A substantial minority do not, however, and there is need to improve the transition process especially for those who have been economically and culturally deprived. No program to improve the school-to-work transition can expect success unless it makes an allowance for the constraints imposed by the cultural norms, labor market realities, and human development processes that constitute the transition environment. Irresponsibility is a far more serious barrier to successful youth access to the labor market than are inexperience and lack of skill. As job security continues to decline in the United States, increasing numbers of youth are finding themselves among that peripheral group of employees to whom employers are reluctant to make any commitment. The family is the single most important contributor or deterrent to the career success of youth. The discipline of successful school performance is helpful in preparing youth for labor market participation. Vocational education has suffered bad press because it has misconstrued its own best role, which should be career exploration at the secondary level and career preparation at the postsecondary level. Apprenticeship's potential for contributing to the school-to-work transition is very limited in the United States. Like job training, apprenticeship typically serves employers' needs and is most often only available to individuals who have already completed the school-to-work transition. Second-chance programs of employment and training have made a modest contribution to improving youths' school-to-work transition and can be strengthened with some recommended reforms. Strategies to improve and facilitate the youth transition process include work-oriented parent effectiveness training, career education supplemented by experience-based alternative schools and second-chance programs, and a world-of-work curriculum that emphasizes job-keeping and job-doing skills. (MN)

ED 293 032 CG 020 680

Schwaber, Ilene; Genetta, Beverly
Profile of the In-Service Training Needs of New Jersey Guidance Counselors: Results of a Survey 1986-1987.
Rutgers, The State Univ., Aberdeen, NJ. New Jersey Vocational Education Resource Center.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Apr 87
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Counselor Attitudes; *Counselor Role; Elementary Secondary Education; Mental Health; *Needs Assessment; Role Perception; *School Counselors; School Guidance; *Student Needs; Student Problems

One of the primary objectives of the New Jersey Vocational Education Resource Center Guidance Outreach Project was to develop and administer a statewide survey to all New Jersey school guidance counselors to assist in determining program and resource needs. A needs assessment instrument, Issues of Importance to Guidance Counselors for the 1990s, was completed by over 200 counselors from more than 140 schools in New Jersey. The instrument was divided into four categories: general issues, the role of the counselor, specific issues, and new ideas for programming. Counselors ranked the issues in terms of their importance and were asked to list other issues of importance under each category and to supply demographic information. This document reports results of the survey, providing tabulations for each issue listed in the four categories. Raw scores and percents are given for each item. Additional issues, not listed on the survey but mentioned by respondents, are included in the results, as are suggestions by individual counselors for new ideas in programming. The data is then interpreted, conclusions are drawn, and recommendations are given. The survey instrument, a list of schools responding, and a list of respondent job titles are appended. (NB)

ED 293 062 CG 020 710

Feld, Marcia Marker; And Others
The Providence Dropout Prevention Plan: Strategies and Programs for K-12 At-Risk Students.
Providence Dropout Prevention Collaborative, RI.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Providence School Dept., R.I.; Rhode Island Univ., Providence.
PUB DATE- Nov 87
NOTE- 227p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - Directories/Catalogs (132) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Programs; Cooperative Programs; Dropout Characteristics; *Dropout Prevention; *Dropout Programs; Elementary Secondary Education; *High Risk Students; Profiles; *School Business Relationship; *School Community Relationship
IDENTIFIERS- Rhode Island (Providence)

Responding to the high dropout rate in Providence, Rhode Island, public schools, community agencies, businesses, and teachers and administrators from the public schools joined together to form the Providence Dropout Prevention Collaborative. This document summarizes the study research, prevention plan, and implementation. The first chapter describes the city of Providence. The second chapter provides a profile of the characteristics of a typical at-risk student developed by examining the records of 250 recent dropouts and interviewing 100 dropouts and at-risk students.

Policies and structures of the school system that work against at-risk students are examined in the third chapter. Funding for changes in the discipline system, its handling of low-achieving students, and increasing student counseling services are recommended. The fourth chapter lists and assesses the resources available to meet at-risk students' needs, noting that academic support services were well-represented; personal, emotional, health, and legal services were not. A resource directory organized according to nine types of services is provided in this chapter. The goals of the Collaborative's plan for reducing the dropout rate and providing opportunities for students to complete secondary school are discussed in chapter five. Three strategic interventions are described: (1) continuation and expansion of the Providence Dropout Prevention Collaborative; (2) creation of Providence's Community-Based Case Management Dropout Prevention Program; and (3) improvement of the Providence School Department's student data collection system. The sixth chapter describes the structure, functions, and staffing of the Collaborative's Plan. Appendices include goals and objectives of the New Ford Foundation Proposal to continue and expand the Collaborative; budgets for the three interventions for 1988-1989; subcommittee reports (including at-risk and droput interviews); and a list of the membership of the Collaborative. (ABL)

ED 293 077 CG 020 725

Child Sexual Abuse: An Interdisciplinary Professional Reference Manual with Service Directory for Central Massachusetts. Second Edition.

Worcester Area Child Sexual Abuse Task Force, MA.

PUB DATE- Oct 87
NOTE- 81p.; For first edition, see ED 279 974.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- Adolescents; *Agency Cooperation; *Child Abuse; Children; *Crisis Intervention; Family Problems; Interdisciplinary Approach; *Prevention; *Sexual Abuse
IDENTIFIERS- Massachusetts

The first edition of "Child Sexual Abuse: An Interdisciplinary Professional Reference Manual" (ED 279 974) represents a state-of-the-art summary of approaches in child sexual abuse interventions, emphasizing interdisciplinary cooperation between professionals in successful case management. When the first edition was published, survey questionnaires were mailed to purchasers of the manual. As a result of comments received from purchasers, editorial changes and major additions were made in the manual. This document contains new material and revisions of the first edition. To answer a number of comments centered on the fact that there was no general overview of current thinking about the phenomenon of child sexual abuse in modern American society, a brief prologue has been added to provide this overview. Because many respondents requested a section on prevention of child sexual abuse, a section has been added which provides an overview of the major issues and approaches considered crucial in all prevention efforts. In addition to narrative sections of the manual, the service directory of agencies providing services in child sexual abuse intervention and treatment has been updated through July, 1987. These pages are to be used to replace the appropriate pages in the first edition. (NB)

ED 293 091 CS 009 091

Kunkle, Virginia L.; Eberhart, Nancy A.
Teaching Early Reading.
Ohio State Dept. of Education, Columbus.
SPONS. AGENCY- Department of Health, Education, and Welfare, Washington, D.C.
PUB DATE- 76
NOTE- 154p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Beginning Reading; Classroom Environment; Corrective Reading; Inservice Education; Instructional Materials; Kindergarten; *Prereading Experience; Primary Education; Reading Games; *Reading Instruction; Reading Material Selection; *Reading Readiness; Skill Development; Teacher Attitudes; Teacher Student Relationship; Teaching Methods; Word Lists; Word Recognition
IDENTIFIERS- Word Games

Focused on embracing individual children in language/reading experiences through instructional guidance combined with acceptance and understanding, this teaching guide for beginning reading provides teaching-learning activities which are organized for easy reference. The first section presents a self-corrective pretest for teachers, with an information check included at the end of the manual. After a discussion on the concept of reading readiness, several instructional activities are introduced which focus on reading readiness development, including the components of visual perception, auditory discrimination, visual memory/recall, and body movement. The next section--"Know and Appreciate the Child"--suggests activities for developing a positive learning climate, and is followed by a discussion on the objectives of kindergarten. Skills for beginning readers are considered in the sixth section, with subsections on word recognition (context analysis, sight vocabulary, phonic and structural analysis) and comprehension (locating, recalling, and organizing information, and prediction). A section on corrective reading examines the characteristics of a corrective program and the responsibilities of the teacher. Skill activities for the uses of reading--critical, creative and recreational--are presented in the seventh section. Finally, an instructional guide is provided for the inservice training of beginning reading teachers, emphasizing the activities and materials presented in this manual. A glossary of key terms, an outline of the sequence of a reading lesson, word lists, a guide to selecting print materials, and 68 references are appended. (MM)

ED 293 135 CS 211 126

Battle, Mary Vroman

Status of the Profession: Progress toward a Closer Community of Scholar-Teachers: Recent Relevant Actions by the Coalition, Selected Regional Accreditation Associations, and Several Legislatures.

PUB DATE- Mar 88

NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Accreditation (Institutions); Accrediting Agencies; Educational Development; *English Instruction; English Teacher Education; *Faculty Development; Higher Education; Professional Development; Scholarship; *Teacher Associations; Teacher Improvement

IDENTIFIERS- *Coalition of English Associations; *English Teachers; Professional Concerns; State Legislatures

Recent relevant actions by the Coalition of English Associations, selected regional accreditation associations, and five state legislatures, are described in this paper, the purpose of which is to review progress already made--and consider potential for further progress--toward a closer community of scholar-teachers. The paper examines development in three areas: (1) the establishment of a balance between the relative importance of composition and literature and of teaching and research; (2) the assurance of resources to achieve teaching and research goals by providing suitable work loads and class sizes; and (3) the facilitation of good instruction by resolving difficulties associated with part-time and temporary positions. Fifteen references are appended. (MS)

ED 293 246 EC 202 095

Developmental Handicaps: Prevention and Treatment IV. A Cooperative Project between University Affiliated Facilities and State MCH/CC Programs.

American Association of Univ. Affiliated Programs for Persons with Developmental Disabilities, Silver Spring, MD.; John F. Kennedy Inst., Baltimore, MD.; Johns Hopkins Univ., Baltimore, Md.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 87
NOTE- 106p.; For related documents, see ED 276 192-194.
GRANT- MCH917
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Adolescent Development; Birth Weight; Child Abuse; Child Development Centers; *Community Programs; *Developmental Disabilities; Diseases; Early Childhood Education; Education Work Relationship; Elementary Secondary Education; Eligibility; *Etiology; *Federal Legislation; Financial Support; Health Conditions; Health Insurance; Health Services; Infant Behavior; Infant Mortality; Interprofessional Relationship; Nutrition; Physical Development; Prenatal Influences; Prevention; Smoking; Social Agencies; *State Government; *State Programs; Transitional Programs; Welfare Recipients
IDENTIFIERS- *Early Intervention Programs; Supplemental Security Income Program

The first section of this volume, designated "the state of the art 1987," contains four papers addressing issues of continuing importance to those who work with developmentally handicapped children: (1) "Passive Exposure to Cigarette Smoke Adversely Affects the Health of Fetuses and Infants" (James E. Haddow and Paula K. Haddow); (2) "The Social Security Supplemental Security Income (SSI) Program for Disabled Cnildren" (Judson F. Force and Holly Allen Grason); (3) "Health-Education Collaboration for Children 0-5" (Pascal Trohanis and Phyllis Magrab); and (4) "Child Abuse and Developmental Disabilities" (Bruce Cushna). The second section features linkages between State Title V Programs and University Affiliated Facilities through descriptions of five selected Special Projects of Regional and National Significance (SPRANS) funded by the federal Division of Maternal and Child Health: (1) "A Community Collaboration Approach for Developing Early Intervention Services in Oklahoma" (Ronald K. James); (2) "Toward Strengthening Nutrition Services in Region X (Arizona, California, Hawaii, Nevada) for Children with Chronic Illness and Handicapping Conditions" (Marion Taylor Baer); (3) "Youth in Transition Project" (Peggy West); (4) "Continuing Education for Occupational Therapists Working with Children and Their Families" (Shirley Vulpe); and (5) "New Directions: Serving Children with Special Health Care Needs in Massachusetts" (Allen C. Crocker). (VW)

ED 292 950 CE 049 190

Berryman, Sue E.
Shadows in the Wings: The Next Educational Reform. Occasional Paper No. 1.
National Center on Education and Employment, New York, NY.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 13 Mar 87
NOTE- 13p.; Paper presented at the Educational Policy Forum sponsored by the American Educational Research Association and the Institute for Educational Leadership (Washington, DC, March 13, 1987).
GRANT- G008690008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; *Educational Change; *Educational Improvement; *Educational Innovation; Educational Needs; *Educational Philosophy; Elementary Secondary Education; *Futures (of Society); Problem Solving; Self Actualization; Vocational Education

Skill requirements for the economy are changing. Whereas many jobs in industries such as insurance and banking once required high school graduates to do clerical work, computerization has changed the requirements. Job functions are combined, and many jobs now require college graduates to do analytical work. Although these skill changes require reforms in education such as those currently occurring, other more sweeping, as yet formless, reforms are needed in the educational system. The educational system defines skills and successes in terms of rather narrow academic criteria, whereas success in the real world can take a number of paths. Success in academic pursuits is not necessarily predictive of success in work, and failure in academic skill, beyond a certain basic universally needed level, does not necessarily presage work failure. Society needs and rewards many talents and attributes neither taught nor valued in academic institutions. Therefore, the next wave of educational reform needs to address the issue of how to help children make the best use of their individual talents. Children also should be taught real world-of-work values such as cooperation and team effort, as children in Japan are often taught. (KC)

ED 292 990 CE 049 931

Merkel-Keller, Claudia

The Battle for Vocational Education: An Evaluation of the Study Plan for the National Assessment (NAVE) and Its First Year Implementation.

PUB DATE- Apr 88

NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). For related documents, see ED 283 020 and ED 289 043.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Evaluation Methods; Federal Legislation; *Federal Regulation; Government Role; Postsecondary Education; *Program Effectiveness; *Program Evaluation; Secondary Education; *Vocational Education

IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984

This paper examines the study plan for the National Assessment of Vocational Education (NAVE) and outlines some of the preliminary results that have been determined to date. According to the paper, the NAVE has identified five broad areas in which to conduct research: (1) implementation of the Carl D. Perkins Vocational Education Act; (2) vocational education for special populations; (3) conditions of secondary vocational education; (4) conditions of postsecondary vocational education; and (5) the changing economy and its skill requirements. A section of the paper describes the studies being conducted to evaluate these five areas. The paper also points out some of the constraints of the NAVE, such as the following: (1) it is being conducted internally by the U.S. Department of Education rather than through a third-party contract; (2) postsecondary and secondary vocational training are pitted against each other; (3) the study plan does not seem to address the primary responsibilities historically assigned to vocational education; and (4) certain statements in the study plan seem to question the need for vocational education. A short section sketching some preliminary results shows that nearly all students take some type of vocational education, accounting for 20 percent of the courses that are taken by the average student who graduates from high school. The study data also indicate that vocational students take vocational education by adding credits, whereas college-bound students cut into their academic core subjects to take vocational education. Finally, the data suggest that vocational enrollments are declining and that more work is needed in giving disadvantaged students access to vocational education. (KC)

ED 293 018 CG 020 665

Allen, David F.

University Union Student Preference Survey Spring 1986.

North Carolina Univ., Wilmington. Div. of Student Affairs.
REPORT NO.- RB-UU-112087
PUB DATE- 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age Differences; College Environment; College Students; Higher Education; *Participant Satisfaction; Racial Differences; *Recreational Activities; Sex Differences; *Student Attitudes; *Student Unions; Use Studies

The University of North Carolina at Wilmington administered a 1986 University Union Spring Survey to 404 residential and nonresidential students to monitor student preferences and to evaluate their satisfaction with selected aspects of services and programs within the student union. The results revealed that students considered notices in their university post office boxes to be the best way of informing them of activities. They reported preferring weekday activities over weekend ones, with activities scheduled after 5:00 p.m. during the week being the most preferred. Students reported using the post office, snack bar, and bank machine services more than any other service offered. Sixty percent of respondents reported visiting the union almost daily. Students preferred three new services over many others suggested: health club and exercise facility, outdoor swimming pool, and a check cashing service. In evaluating union facilities, students were most impressed with cleanliness and decor and least impressed with the variety and quantity of snack bar food. Subgroups within the sample differed significantly from the overall population. Significant subgroup differences were found within various independent categories to include place of residency, job status, age, race, and sex. To serve the student body in the most effective and efficient manner, these subgroups merit attention. The survey and data analysis are appended. (NB)

ED 293 047 CG 020 695

May, James M.; Keys, Christopher B.

Outcomes of a Management Development Seminar for Managers in the Human Services.

PUB DATE- May 86
NOTE- 20p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (58th, Chicago, IL, May 8-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *Human Services; Intervention; *Management Development; *Middle Management; Professional Development; *Program Effectiveness; *Supervisory Training

In an era of decreasing funding of the human services sector, it is imperative that the service sector be more effective and efficient. This study examined the outcomes of a management development intervention. Subjects (N=187) were middle managers in the helping professions. The experimental group was composed of 100 managers who voluntarily agreed to participate in a 20-hour management development seminar sponsored by a state agency. The control group was composed of 87 persons nominated by subjects in the experimental group as being similar to themselves in employment position, length of management, educational background, size of agency, and primary service goal. The seminar was conducted in a small group format and focused on the role of the manager, philosophy of management, provision of useful feedback, and motivation. Results suggest that participants did learn about topic areas covered when compared to controls, except in the area of role of the manager, which suggests that both experimental and control subjects had some idea of their role. Data from a follow-up interview suggest that participants did make use of the skills and knowledge they gained from particpation in the seminar, although changes were of a modest nature. In summary, this study demonstrated that a management development seminar for human services managers can result in cognitive learning as well as modest on-the-job changes in behavior, affect, and cognitions. (ABL)

Payne, J. Gregory; Baukus, Robert A.
Trend Analysis of the 1984 GOP Senatorial Spot.
PUB DATE- Apr 85
NOTE- 32p.; Paper presented at the McElroy Symposia "Current Trends in Broadcast Advertising" (Cedar Falls, IA, April 10-12, 1985). For related document, see CS 506 081.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; Elections; *Persuasive Discourse; *Political Campaigns; Political Candidates; Political Influences; *Television Commercials; Television Research; *Trend Analysis
IDENTIFIERS- Advertising Effectiveness; Media Use; *Political Advertising; Political Communication; Political Image; *Political Rhetoric; Republican Party

This report of a study investigating the advertising strategies of various senatorial candidates and their results presents a trend analysis of GOP Senatorial advertisements aired on television throughout the United States during the 1984 national election campaign. One hundred and one campaign spots from all geographic regions were examined in light of popular assumptions and expectations concerning the nature of modern electoral campaigns. The commercials were viewed in the context of two variables: (1) ads were studied from a regional perspective; and (2) spots were examined to determine if incumbent candidate advantages were manifested in different commercial patterns and strategies between incumbent and challenger candidates. Other factors evaluated included content theme, topic issue, source of endorsement or attack, use of symbolic artifacts, stylistic characteristics, social and location context, and actual length of the spot. Analysis revealed that attack and argument ads were the two most prevalent spot categories, suggesting a trend toward greater usage of negative spots in political campaigns. In addition, most issues were presented in a general manner, indicating that politicians tried to identify themselves with what they perceived as the most popular social attitudes and policy concerns. (A polispot preliminary code book, and 35 footnotes are appended.) (MM)

ED 293 260 EC 202 459

Blackbourn, J. M.; Baum, Dale
An Examination of "Critical Teaching Skills" Present and Absent in First Year Special Education Teachers.
PUB DATE- Nov 86
NOTE- 16p.; Paper presented at the meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Administrator Attitudes; *Disabilities; Higher Education; Observation; Parent Teacher Cooperation; Practicums; *Preservice Teacher Education; Research; *Special Education Teachers; Student Behavior; Student Evaluation; *Teacher Education Curriculum; Teacher Educators; Teacher Evaluation; Teacher Qualifications; Teaching Methods; *Teaching Skills

Responses from 143 individuals to a questionnaire mailed to 180 special education administrators from all regions of the country found that many first-year teachers enter the profession lacking skills critical to successful teaching and that those with only undergraduate degrees are at greater risk for failure than those with graduate training. Recommendations for modifying teacher education programs to correct shortcomings perceived by these administrators include: (1) increasing research requirements in undergraduate and graduate special education programs; (2) increasing credit-hour requirements for practicum experiences; (3) requiring extensive practicum experiences associated with all methods courses; (4) providing courses/programs to develop parent interaction skills; (5) exposing students to successful teachers who employ widely divergent instructional techniques; (6) requiring training and practical experience in use of observational measurement techniques and behavior analysis; (7) developing linkages with local and regional public schools as information sources on specific organizational/administrative practices; and (8) requiring all university faculty who teach methods courses to return at regular intervals to 180 special education administrators from all regions of the (every 3-5 years) to public school classrooms for an entire academic year. (VW)

ED 293 303 EC 210 303

Decker, Marcia, Ed.
Selected Early Childhood Programs Sponsored by Office of Special Education Programs (OSEP) U.S. Department of Education. 1987-88 Directory.
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 88
NOTE- 184p.; Produced by the National Early Childhood Technical Assistance System. For the 1986-87 edition, see EC 202 519.
CONTRACT- 300-87-0163
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Disabilities; *Early Childhood Education; *Federal Aid; Infants; Preschool Children; Professional Training; *Research Projects; *State Programs; Toddlers
IDENTIFIERS- *Early Intervention; *Office of Special Education Programs

This directory contains information on selected early childhood projects sponsored by the Office of Special Education Programs (OSEP) of the U.S. Department of Education. Among the projects included are training grants under the Division for Personnel Preparation, research grants under the Division of Innovation and Development, research grants under the Division of Educational Services, and projects within the Handicapped Children's Early Education Program. The directory also lists key personnel within each state who administer the Preschool Grants Program and the Program for Handicapped Infants and Toddlers under the Education of the Handicapped Act, as amended. The directory is organized into three sections: (1) the introduction provides an overview of OSEP early childhood programs, their purposes and activities, and a brief discussion of P.L. 99-457 for federal and state efforts in planning and implementing early childhood and related services; (2) the directory section, organized alphabetically by state or governing entity, contains a one- or two-page quick reference listing of projects within each state (including address, telephone number, and key personnel), followed by a half-page abstract for each OSEP project within that state; and (3) the index provides a guide to federal projects arranged according to program category. (VW)

ED 293 318 FL 017 294

Garg, Ramesh C.
Teaching Methodologies and Course Contents in International Finance.
PUB DATE- May 87
NOTE- 11p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Course Content; *Course Organization; *Economics Education; Educational Strategies; Education Work Relationship; Higher Education; *International Trade; *Management Development; Prerequisites; Teaching Methods

A guide to designing a course in international finance and multinational corporations is presented. It offers a rationale for such a course, discusses its primary goals, suggests two possible course orientations (professional or theoretical) and desirable or necessary prerequisites, and recommends specific course content areas and subareas. Types of materials appropriate to the professional and theoretical orientations are noted. (MSE)

ED 293 334 FL 017 310

Jordan, William A.

Reading on the Job: Schema, Function, and Depth.

PUB DATE- May 87
NOTE- 8p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Auto Mechanics; *Content Area Reading; *Course Content; Drafting; *Education Work Relationship; Electronics; Lasers; Nurses Aides; Nursing; Office Occupations; Optics; Reading Instruction; *Reading Processes; Respiratory Therapy; Rhetoric; Second Language Instruction; *Vocational Education
IDENTIFIERS- *Albuquerque Technical Vocational Institute NM; *Schema Theory

A study conducted at the Albuquerque Vocational-Technical Institute (New Mexico) investigated the need for occupation-related reading skills and resulted in recommendations for curriculum and instruction to meet those needs. The occupational areas examined include architectural drafting, office occupations, diesel mechanics, practical nursing, respiratory technicians, nurse assistants, electronics, instrumentation and control, and laser electro-optics. The study looked at the depth, function, and schema of reading skills needed and materials that must be read, and further examined the need for skills to integrate those three elements. It is recommended that occupation-related reading be an integral part of the curriculum and not only incidental or remedial, but also that such reading not be explicitly taught but be embedded in course content. (MSE)

ED 292 965   CE 049 892

The Admissions Process: Audiovisual Information Development Guide. Interventions Based upon the Study of Adult Educational Development. Educational Development Task No. 1: Adults Making the Commitment to Return to School.

Appalachia Educational Lab., Charleston, W. Va.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 85
NOTE- 73p.; A product of the Lifelong Learning Program. Appended visualizations may not reproduce clearly. For related documents, see CE 049 890-895.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Admission (School); *Admissions Counseling; *Adult Counseling; *Adult Students; *Audiovisual Aids; Career Education; Higher Education; Material Development; *Reentry Students; Student Placement

This guide contains an overview and procedures for the development of three sound slide/tape programs--Application Process, Academic Advising Process, and Registration Process. The tapes are intended to enhance the factors that facilitate, and to moderate the influence of those that impede, adults in negotiating the admissions process. Their primary purpose is to provide an overview of the steps involved in helping adults gain an understanding of the process. The visuals help to provide an orientation to facilities and staff. These eight steps in the development process are discussed: establish need and audience, identify resources needed and establish a development plan, develop purpose and objectives, collect and organize information needed, develop script and visualization specifications, record narration and photograph visualization, train staff on use of equipment and audiovisuals, and evaluate, revise, and update the slide/tape program. Appendixes contain the scripts and visualizations from three sample slide/tape programs and evaluation checklists. (YLB)

Stacey, Nevzer; And Others
Education and Training of 16- to 19-Year-Olds after Compulsory Schooling in the United States.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- OR-87-503
PUB DATE- Apr 88
NOTE- 70p.; For the study of which this is a follow-up, see ED 262 202.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Articulation (Education); *Delivery Systems; Dropouts; *Educational Opportunities; Educational Research; *Education Work Relationship; Federal Government; *Government Role; *Job Training; Postsecondary Education; Public Policy; Secondary Education; State Government; Technical Education; Young Adults

As a follow-up to a study of education and training beyond basic schooling issued in 1985 by the Organization for Economic Cooperation and Development (OECD) and in response to the OECD's request, this paper presents a detailed case study of the United States that focuses on government policies and education and training options for 16- to 19-year-olds after their compulsory schooling is completed. The paper is divided into three main sections: (1) the description of the system, which includes descriptions of the providers of education and training programs and the options available to youths in pursuing education and training; (2) issues and government policies and provisions bearing on these providers and options; and (3) a review of the research evidence on special topics related to this age group. The following are among the conclusions of the study: (1) postsecondary educational and training opportunities for this age group are diverse and flexible; (2) coordinated standards of measurement are lacking; (3) the private sector has become the dominant provider of postsecondary training; and (4) the lack of an explicit national policy produces a lack of coordination among components of the system which may make it more difficult for young people to make informed choices; at the same time, such diversity produces a wide variety of choices and second chances. Data tables and references complete the document. (KC)

ED 293 106 CS 009 111

Laurinen, Leena I.

How To Aid Teenagers To Understand Expository Prose.

PUB DATE- Apr 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Associative Learning; Cognitive Processes; Concept Formation; Connected Discourse; Content Analysis; Critical Reading; Directed Reading Activity; Discourse Analysis; Expository Writing; Group Discussion; *Learning Strategies; *Reading Comprehension; Reading Research; Secondary Education; Semantics; Syntax; Word Processing; Word Recognition; Writing Improvement; *Writing Processes
IDENTIFIERS- Expository Text; Transitive Inferences

Sentences are understood by outlining associative relations between the concepts representing the meanings of the words. When the words are received the activation spreads from their conceptual counterparts to the other concepts in memory, so that some implicit thoughts are often added to the mental representation of a sentence. As sentences are presented in a text the associative relations between the sentences ought to be taken into account. Implicit relations are inferred by the aid of spreading activation, which means that neither the number nor the exact content of all the associative relations is known. Because the capacity of active memory is limited, some selection must take place so that only the most essential things are kept in mind during reading. Teenagers often encounter difficulties when trying to pick out the most essential associations amongst all the alternatives. The solution to this problem is to help in text understanding by channeling the selection. A classification system was developed to categorize the different types of associations and the definitions were then transformed into questions. In a trial experiment pupils discussed student-written summaries on expository newspaper texts and used the questions for criticism. If this technique is applied repeatedly to several texts with different content, it is probable that the students will learn to learn. (A list of meaning relations and a figure are included, and 19 references are appended.) (MS)

ED 293 120   CS 211 103

Clark, Francelia

Studying the Longitudinal Study. I. Introduction: Do Impromptu Essays Show Changes in Critical Thinking over the Span of College? Cautions and Insights from a Pilot Case Study.

PUB DATE- Mar 87
NOTE- 23p.; Panel paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; *Critical Thinking; *Expository Writing; Higher Education; *Longitudinal Studies; Writing Research
IDENTIFIERS- Multidimensional Approach; Writing Contexts; *Writing Development

The problematic results of longitudinal studies on college writing indicate the need for multidimensional studies to be able to explore perceptible changes in students' writing. Accordingly a small pilot case study, to explore the promise and the limitations of doing a longitudinal multidimensional study, investigated whether impromptu essays written across the span of college showed change in critical thinking. Six upper level subjects had written in various contexts from the time they entered the University of Michigan as freshmen. Further holistic analysis of two impromptu essays written by one of the six students in his freshman and junior years, was undertaken and applied to three cognitive-developmental indices. Findings showed that the cognitive-developmental approaches can be beneficial but that there is a need for a scale of flexible measures, where content and form can be perceived in a flexible relationship instead of as a single entity. As datum the impromptu essay, despite some limitations, also has much to offer, and did, in this case, reveal that a student can think critically. Findings also suggest that multidimensional approaches do speak to the need in evaluating college writing. (The two student impromptu essays discussed in this paper as well as one chart are included, and four footnotes and 18 references are appended.) (MS)

ED 293 150 CS 211 145

Bocchi, Joseph

The Collective Concept of Audience in Nonacademic Settings.

PUB DATE- Mar 88

NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audience Analysis; Audiences; Cognitive Processes; Cultural Context; Ethnography; Organizational Communication; Reader Response; Reader Text Relationship; Social Cognition; Social Influences; Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- *Audience Awareness; Audience Research; Context Dependence; Contextualization; Organizational Culture; Writing Contexts

Although the complexities of the concept of audience in nonacademic settings are gradually being recognized, audience analysis continues to be viewed primarily as a cognitive, problem-solving activity. Grounded in decontextualizing research--such as protocol analysis--this approach to audience assumes that, to inform appropriate writing choices, the writer can and should determine values, needs, goals, and attitudes of a primary audience. However, recent ethnographic research suggests that, although the writer does make substantive analyses, the writer's main concept of audience is predetermined by contextual constraints. The writer makes choices primarily based on an organization's collective view of the writer-reader relationship, which the writer understands at a tacit level through everyday experience. Audience analysis is thus a social process shaped by both situational and organizational constraints. Students should be equipped with ethnographers' strategies in order to understand their audiences by understanding those around them, thereby viewing their writing in a social context. (Eighteen references are appended.) (MM)

ED 293 178 CS 506 103

Troester, Rod; Mester, Cathy Sargent

Teaching Peace in the College Speech Class: A Survey of Current Practice.

PUB DATE- Nov 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Conflict Resolution; Higher Education; International Relations; *Interpersonal Communication; *Peace; *Speech Communication; *Speech Curriculum
IDENTIFIERS- *Peace Education; *Peace Studies; Speech Communication Association

A survey was conducted to examine the role of peace education within existing speech communication programs and to describe that role both in terms of curricular and research priorities. Respondents, 113 department Chairs out of a total of 578 on the Speech Communication Association's list of institutions offering degrees in communication, answered questions concerning (1) educator attitudes about the relationship between the discipline of speech communication and peace issues; (2) the inclusion of peace issues in collegiate programs and curricula; and (3) research priorities for examining peace issues from a communication perspective. The results indicated a significant range from zero peace communication curricular activity to full-fledged interdisciplinary majors. While most speech communication educators responding to the survey perceived a logical relationship between peace communication and their discipline, very few were actually teaching peace communication theory, history, or strategies. Those who are "teaching peace" are typically doing so within the scope of upper level courses in interpersonal and small group communication. There seems to be a perception that such instruction is inappropriate for or of little interest to the general student population. Although there is increasing activity in the broad area of peace studies in the university setting, for the most part that activity is under the leadership of some department or program other than speech communication. (Six references are attached.) (ARH)

ED 293 192 CS 506 117

Walker, James R.
Perceptions of "Super Tuesday" among Southern Voters.
PUB DATE- May 88
NOTE- 18p.; Paper presented at the Annual Meeting of the International Communication Association (38th, New Orleans, LA, May 29-June 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Citizen Participation; Elections; Media Research; *News Media; Political Attitudes; *Political Divisions (Geographic); *Political Influences; *Presidential Campaigns (United States); Public Opinion; Regional Attitudes; Social Influences; Sociocultural Patterns; Voting
IDENTIFIERS- Agenda Setting; Media Coverage; Partisan Elections; Political Analysis; Political Theories; *Presidential Primaries; United States (South); Voters; *Voting Behavior

A study investigated whether exposure to news media coverage of the 1988 Presidential campaign would be positively related to awareness of and perceptions of the saliency of the Southern regional primary. Subjects, 822 eligible voters from three locations (Arkansas; Memphis, Tennessee; and Birmingham, Alabama) were polled to determine their perceptions of the importance of the Southern Regional Primary. After controlling for variations in demographic and political involvement variables, results indicated that exposure to all news media was positively and significantly related to awareness of the primary, perceptions of increased campaign activity, and perceptions of increased Southern political saliency. Exposure to all partisan information was significantly related to only one dependent variable: perceptions of campaign activity. (Ten references and two tables are appended.) (MS)

ED 293 206 EA 019 946

Anwukah, Tony G.
Conceptualizing Curriculum for the Future in a Changing Society. Studies in Educational Administration Number 46.
Commonwealth Council for Educational Administration, Armidale (Australia).
REPORT NO.- ISBN-909086-47-8
PUB DATE- Aug 87

NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; Decentralization; *Developing Nations; *Educational Trends; Elementary Secondary Education; *Foreign Countries; *Futures (of Society); Modernization; School Based Management; Teacher Education; Teacher Role; Technological Advancement
IDENTIFIERS- *Nigeria

This paper is a proposal for a curriculum of the future in the changing society of Nigeria. A deliberate effort is made to prescribe and predict elements essential for a responsive and dynamic futuristic curriculum, without necessarily describing the specific details of such a curriculum. Although predicting the shape of education in the future is risky, it is contended that unless modern man adapts his thinking and his behavior to the realities of the present and plans for the future, he is most likely to repeat endlessly the mistakes of the past. Most of the ideas suggested for the future of the curriculum in Nigeria are accordingly offered as possible guides for Nigeria's new system of education. Topics covered include the concept of responsiveness to technological and social developments, the concept of balance in the curriculum of the future, teachers in the curriculum of the future, creativity, and decentralization. A five-item bibliography is included. (Author/TE)

ED 293 220   EA 019 970

Clark, Jill; Brunger, Melinda
Regional Variations in Educational Centralization: The Influences of Interest Groups and State Education Agencies.
PUB DATE- Oct 82
NOTE- 36p.; Paper presented at the Annual Meeting of the Southern Political Science Association (Atlanta, GA, October 28-29, 1982).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Centralization; Competency Based Education; *Educational Policy; Group Dynamics; Interests; Political Influences; Public Schools; *Regional Characteristics; School Organization; *State Departments of Education; *State School District Relationship; Teacher Associations; Textbook Selection; Unions
IDENTIFIERS- *American Federation of Teachers; *National Education Association; Political Culture

This paper examines relationships between measures of educational interest group strength, the American Federation of Teachers (AFT) and the National Education Association (NEA); characteristics of state education agencies (SEA); and selected indicators of educational policy centralization. The more specific purpose of this study is the discovery of patterns of both interest group (AFT and NEA) and SEA influences on educational policy choices in different regions and political culture types. State educational policy centralization or decentralization is operationalized in terms of relative state or local responsibilities in two program areas: textbook selection and student testing for grade promotion or graduation (competency-based education). The findings suggest that the internal and external policymaking distinctions are useful for understanding the correlates of state educational centralization policies. More specifically, there is an association between interest group or SEA resources and policy choices for the population of states and generally within regions. High levels of bureaucratic resources tend to be associated with policy centralization; conversely, strong interest group resources tend to be associated with policy decentralization. Appended are 5 tables, 21 notes, a 23-item bibliography, and 2 appendixes that show the data sources. (Author/MLF)

ED 293 234 EC 202 083

Lindskoog, Wayne
VECTOR A New Direction: Excellence in Education. Final Report .
Hennepin Technical Centers, Minneapolis, Minn.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Sep 87
NOTE- 42p.; Funded by the Youth Employment Projects.
GRANT- G008430009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum; *Demonstration Programs; Education Work Relationship; Employment Opportunities; Employment Potential; High Schools; Job Skills; *Mental Retardation; Outcomes of Education; *Program Development; Program Effectiveness; *Program Evaluation; School Business Relationship; Skill Development; *Transitional Programs; *Vocational Education
IDENTIFIERS- Minnesota (Minneapolis)

This final report details the activities of a project called VECTOR (Vocational Education, Community Transition, Occupational Relations). VECTOR sought to increase the employability of severely to mildly mentally handicapped students (aged 18-21) in transition from school to work in the greater Minneapolis, Minnesota, area. VECTOR's objectives were to develop a long-range planning mechanism; incorporate a vocational counseling program; develop social/interpersonal skills, independent living skills, and occupational skills; enhance the attitudinal development of handicapped students; and develop support services to ensure the successful transition from school to work. During the 3-year grant period (October, 1984 through September, 1987), VECTOR provided training and employment to 72 students, 44 of whom egressed to post-school activity. The students' classroom activities were geared primarily to employability skills, independent community functioning, vocational training, and/or community-based employment. The project's effectiveness was evaluated based on student outcomes, consumer responses, and outside evaluations. The evaluation process found that student participation in secondary vocational programs steadily increased and a pool of employers was developed to provide meaningful worksites for VECTOR students. Improvements needed to be made in systematizing parental involvement. The volume concludes with an annotated bibliography of curricular materials and forms for student intake interviews and vocational skills assessment. (JDD)

Fuchs, Douglas; Fuchs, Lynn S.
An Evaluation of the Adaptive Learning Environments Model.
PUB DATE- Apr 87
NOTE- 40p.; A version of this paper was presented in a symposium at the Annual Meeting of the American Educational Research Association (Washington, DC, April 1987).
AVAILABLE FROM- Douglas Fuchs, Box 328, Department of Special Education, George Peabody College, Vanderbilt University, Nashville, TN 37203.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Classroom Environment; *Disabilities; Elementary Secondary Education; *Evaluation Methods; Instructional Effectiveness; *Mainstreaming; Models; *Program Effectiveness; *Program Evaluation
IDENTIFIERS- *Adaptive Learning Environments Model; Regular and Special Education Relationship

The paper examined empirical evidence (published through 1986) concerning the effectiveness of the Adaptive Learning Environments Model (ALEM), a multifaceted program designed to integrate handicapped pupils and remedial and compensatory education students in general education. Evaluation of three evaluative studies by the program's originators claiming to support ALEM effectiveness resulted in the following conclusions: (1) it is unknown whether ALEM can be implemented in classroom settings differing in aims, needs, and contextual characteristics; (2) it is probably not true that hypothesized patterns of classroom process occur when ALEM dimensions are in place; and (3) it is unclear whether implementation of the ALEM leads to important improvement in student academic performance. It is concluded that currently there is insufficient cause to view ALEM as a successful, large-scale, full-time mainstreaming program. Results have implications for implementation of the General Education Initiative which has assumed scientific validity of ALEM as an example of large scale mainstreaming. (DB)

ED 293 033 CG 020 681

Wiener, Alane L.; And Others
Affective and Physical Changes Associated with Oral Contraceptive Use.
PUB DATE- Nov 86
NOTE- 7p.; Paper presented at the Annual Convention of the Association for Advancement of Behavior Therapy (20th, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Anxiety; Change; College Students; *Contraception; *Depression (Psychology); *Expectation; Females; Higher Education; *Physical Health; Young Adults
IDENTIFIERS- *Oral Contraception

Although investigations of the physiological effects of oral contraceptives suggest that affective changes may accompany their use, empirical documentation of these effects has not been consistent. This study examined physiological and affective changes accompanying use of a low-dosage oral contraceptive while controlling for possible expectancy effects in 30 female college students, 12 of whom were requesting oral contraceptives for the first time and 18 of whom had been using oral contraceptives for at least 6 months. Prior to contraceptive use, new users completed the Beck Depression Inventory, State-Trait Anxiety Inventory, Life Experiences Survey, Wahler Physical Symptom Checklist, and an expectancy questionnaire assessing positive and negative affective and physical changes due to oral contraceptive use. They completed the same questionnaires 1 and 3 months after onset of oral contraceptive use. Continuing users completed the questionnaires at the time of recruitment and at 1- and 3-month intervals. Results revealed no group differences on any measure at baseline, 1-month, or 3-month follow-up, nor was there a significant group by time interaction. Positive and negative expectancy scores did not correlate significantly with individual changes on any of the measures. The findings suggest that, in this population, no evident affective or physical changes occurred with the oral contraceptive used in the study. (NB)

ED 293 078 CG 020 726

De Leo, Diego; And Others

The Quest for Reliable Epidemiological Data on Suicide: The Padua Sample.

PUB DATE- May 87
NOTE- 34p.; Paper presented at the Annual American Association of Suicidology/International Association for Suicide Prevention Conference (20th, San Francisco, CA, May 25-30, 1987). For related document, see CG 020 727.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Data Collection; *Death; Foreign Countries; *Identification; Individual Characteristics; *Reliability; *Suicide
IDENTIFIERS- *Italy (Padua)

This study was a preliminary step in gathering reliable data on suicides and suicide attempts in Padua, Italy. Data were collected from the first aid department of the Padua general hospital, 67 general practitioners in the city, staff of a night-time and holiday home-call medical service, the reanimation department of the Padua general hospital, the Padua local authority registry offices, and the Padua University Institute of Legal Medicine. Of the 259 cases identified as residents of Padua, 36 cases represented successful suicides and 223 were unsuccessful attempts. Most were identified at the first aid department of the Padua general hospital. Individuals who committed successful suicides were much older than attempters. Many of the cases who committed suicide were married and were retired or housewives, with a primary school level of education. There was a five-to-four ratio of males to females among successful suicides, whereas the ratio in cases of attempted suicide was six females to every four males. Suicides were committed mainly by hanging, using firearms, and drowning. Among the attempted suicides, 72.6% used overdoses of drugs. Comparison of the data obtained in Padua with the data supplied by the Italian Statistics Institute suggests that the Statistics Institute data is unreliable and without any useful scientific foundation. It appears likely that the real number of suicides could be twice that indicated by official reports. (NB)

ED 293 092 CS 009 092

Stahl, Norman A.
Big Bucks or Big Problems: The Implications of the Franchise Learning Centers for Reading Professionals.
PUB DATE- 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Institutional Evaluation; Quality Control; Reading Achievement; *Reading Centers; *Reading Teachers
IDENTIFIERS- *Educational Issues; Educational Marketing; *Franchising; International Reading Association; Professional Ethics; Reader Advisors

Because the mass marketing of educational support services through franchised reading clinics is growing on a daily basis, both reading specialists and reading supervisors need to become aware of the growth of this industry and of its implications for the educational system. Primary forces in the franchising movement, Sylvan Learning Corporation, the American Learning Corporation, and the Huntington Learning Centers have grown by offering a safe, guaranteed product. For example, Sylvan Learning Corporation claims that children will gain a full year in achievement levels after a 36-hour, small group tutorial experience. The success of these three companies is caused by combining successful business practices with a marketplace demand for educational services, but their success, coupled with a lack of state regulation, provides a potential for unethical dealings in both business and education. Reading specialists have a direct role in checking the growth of hucksters in the reading clinic field. Parents should be referred to clinics that are staffed by individuals who meet the qualifications specified in "Guidelines for the Specialized Preparation of Reading Professionals." Only clinics operating under the profession's ethical standards described by the International Reading Association or the College Reading Association should be recommended. In addition, effective monitoring of reading franchises can be undertaken at the state level. (Two footnotes provide information on the availability of the reading professionals and clinic standards guidelines. (MM)

ED 293 136 CS 211 127

Watson, Samuel D., Jr.

Writing Teachers' Resources for Professional Literacy: An Annotated Bibliography.

Southeastern Educational Improvement Lab., Research Triangle Park, NC.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 87

NOTE- 49p.

CONTRACT- 400-86-0007

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Classroom Research; Classroom Techniques; Community Influence; Curriculum Development; Educational Change; Elementary Secondary Education; Group Activities; Higher Education; Interdisciplinary Approach; Parent Role; Reading Writing Relationship; Rhetoric; School Policy; Teacher Evaluation; Teaching (Occupation); Teaching Methods; *Writing (Composition); Writing for Publication; *Writing Improvement; *Writing Instruction; *Writing Processes; Writing Research; *Writing Skills

IDENTIFIERS- Collaborative Learning; Writing Contexts

Intended for classroom teachers of all grade levels, this annotated bibliography includes a wide range of theoretical and practical sources in the field of writing education. The bibliography is divided by topic into 27 sections, each of which is introduced by brief questions that suggest more specifically the kinds of research represented in that section or by a summary statements. Among topics covered are: (1) the writing process; (2) writing pedagogy; (3) writing curriculum; (4) writing across the disciplines; (5) writing for publication; (6) writing projects; (7) conducting classroom-based research; and (8) effecting institutional change. A final section refers readers to other bibliographies on writing. Each listing contains bibliographic information along with one to three summary and (in some cases) evaluative annotations. (ARH)

ED 293 288 EC 202 487

Mannix, Darlene S.
I CAN BEHAVE: A Social Skills Program for Teaching Classroom Behaviors to Elementary Children.
PUB DATE- 86
NOTE- 9p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Curriculum Development; Elementary Education; *Emotional Disturbances; *Interpersonal Competence; Social Adjustment; Socialization; Teaching Methods

The development of a social skills curriculum for elementary-age emotionally disturbed children is described. Based on classroom observations leading to a list of 20 behaviors considered important for classroom adjustment and learning success (e.g., sitting still in a group, not disturbing others, and working independently), the program consists of 20 units. Designed to be presented on a weekly basis, each unit focuses on a particular behavior and includes the following components: (1) an introductory story; (2) a one-sentence definition or rule that defines or explains the appropriate behavior; (3) a rationale for working on the identified behavior; (4) worksheet objectives and general classroom objectives; and (5) student worksheets containing examples of students experiencing situations typical of classrooms in which the appropriate behavior would be expected. Students receive points for participating in the social skills group and for their performance on the worksheet. The program was subsequently field tested in both regular and special education classrooms. Now in its published form, the curriculum consists of 50 worksheets, 11 original stories, a teacher's manual with daily lesson plans, and a pre/posttest and placement inventory. (JW)

ED 293 319 FL 017 295

Victor, David A.
Teaching Cross-Cultural Conflict Management Skills.
PUB DATE- May 87
NOTE- 7p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; *Conflict Resolution; Course Content; Cross Cultural Training; Global Approach; Higher Education; *Intercultural Communication; *International Trade; *Management Development; Second Language Instruction
IDENTIFIERS- *Eastern Michigan University

One of the most important areas for business educators to address in preparing their students to compete effectively in world markets is cross-cultural negotiating and conflict management. To do so, teachers must prepare students to understand the markets into which they enter as managers. The objective is not to learn a great deal about one culture or market, or to divide the world into foreign and domestic markets, but to promote a cross-cultural perspective on the global economy by training students to observe cultures and ask the right questions. An international business communication course offered at Eastern Michigan University takes a two-part approach to teaching conflict management and negotiation. In the first part, students are taught the seven factors most likely to change in a business setting across cultures: language, environment and technology, social organization, contexting, authority conception, nonverbal communication and behavior, and temporal conception. In the second part, students are taught to apply those factors to a five-step model for conflict management. While the approach is designed for business training, the concept underlying it can be applied to many disciplines in which cross-cultural interaction is a factor. (MSE)

ED 293 335 FL 017 311

Morris, Daniel R.
Teaching Business French: Are We Leaving the Ivory Tower?
PUB DATE- May 87
NOTE- 16p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Communication; Course Content; Cultural Education; *Curriculum Design; Difficulty Level; Enrollment Trends; *French; Higher Education; Instructional Materials; *Language Enrollment; *Languages for Special Purposes; *Liberal Arts; Second Language Instruction; Student Needs

The current growth in language study for business-related communication should be viewed as a two-fold opportunity: to extend the ideals of a liberal arts education to a broader base of students and at the same time allowing humanities students to gain skills useful in today's world. Just as the study of humanities can help create a more balanced individual, the addition of business and specialty courses to our literary curriculum can help balance liberal arts education. Teachers of literature and business recognizing the value of both fields can cooperate to create business language courses serving this purpose. Institutions offering business language courses often find that they do not diminish enrollments in literature courses and can even enhance them by drawing non-literary students to advanced language programs. Condescending attitudes and conflict between the two fields must end in order to meet student needs. The result will be individuals well-adapted to live and work in an international environment, able to engender humanistic values to enrich their own lives and the world as a whole. (MSE)

ED 292 951 CE 049 340

Carter, Christopher W.

Teaching Handicapped and Disadvantaged Students in Secondary Mainstream Vocational Classes. A Practical Guide.

PUB DATE- 86
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Disabilities; *Disadvantaged; Guides; *Handicap Identification; *Mainstreaming; Secondary Education; Teaching Methods; *Vocational Education

This overview is intended as a practical guide to assist vocational educators in dealing with the special problems that arise when disadvantaged and handicapped students pursue a career opportunity through vocational education classes on the secondary level. Concerns of the mainstream vocational teacher are discussed, and suggestions are provided for the development and implementation of the skills check for identification of handicapped and disadvantaged students. The next section summarizes and highlights the various disadvantaged and handicapped labels that educators come in contact with and makes these labels relevant to mainstream vocational instructors and paraprofessionals. Pros and cons of the curriculum modification quesion are then briefly pointed out. These resource persons are recommended as sources of aid and information: counselors, special educators, and student aides and peer tutors. Appendixes, which amount to over one-half of the guide, include definitions of disadvantages and handicapping conditions, examples of skills checks in the mathematics and reading areas, daily lesson plans for use with peer tutors or student aides, examples of study guides, and an annotated bibliography. (YLB)

Smith, Thomas J.; And Others
Youth and the Workplace: Second-Chance Programs and the Hard-to-Serve.
William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.
PUB DATE- 87
NOTE- 106p.; A product of Youth and America's Future. For other papers in this series, see CE 049 906-912 and CE 049 914.
AVAILABLE FROM- Institute for Educational Leadership, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036-5541

($10.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Change Strategies; Demography; Disadvantaged; Educational Change; *Educational Policy; Employment Level; Employment Patterns; Employment Problems; *Employment Programs; *High Risk Persons; Minority Groups; Program Development; Public Policy; *Remedial Programs; Unemployment; *Youth Employment; *Youth Programs
IDENTIFIERS- *Second Chance Programs

The task of addressing the complex and deeply rooted problems faced by the nation's at-risk youth is one that largely falls outside the scope of traditional institutions. Investment in the development and operation of "second-chance" education and employment programs has historically been inadequate, haphazard, and uncertain. The gains in the area of providing second chances for employment and training to at-risk individuals that were made in the 1970s were largely negated by the mid-1980s, by which time financial support for second-chance programming had been relegated to the back burner. The research that has been conducted on second-chance programs indicates that no single program approach solves all youth unemployment problems. Longer-duration programs with several service elements are more likely to produce positive outcomes and have longer-lasting effects. Targeting program efforts on the neediest groups has strong and clear payoffs and is an essential element of a youth employment strategy. Dropout prevention should be a pivotal aim of youth programming. Four promising new directions that have begun in the 1980s are the education reform movement, state-level initiatives, teen parenting prevention programs, and dropout and pregnancy prevention efforts at the middle school level. New human service and dropout prevention approaches should be explored as America enters the next decade. Efforts should also be made to increase interventions at the middle school level and direct resources more effectively. (Appendixes include descriptions of illustrative programs and four commentaries on this paper, written by Gary Burtless, Jacqueline P. Danzberger, Morton H. Sklar, and Richard F. Elmore.) (MN)

ED 292 991 CE 049 932

Meyer, Katrina A.

An Initial Description of the Relationship between Parental Unemployment and Adolescent Employment.

PUB DATE- Apr 88
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Career Education; *Career Planning; *Employed Parents; High Schools; High School Seniors; *Occupational Aspiration; Part Time Employment; *Student Educational Objectives; *Student Employment; *Unemployment

The purpose of a research study was to describe the relationship between parental unemployment and adolescent employment realities and plans. Data were obtained through a survey of 2,297 seniors from 32 public, 5 alternative, and 2 private high schools in the State of Washington. Incidence of adult unemployment was found to be related to the parent's occupational socioeconomic index (SEI). In addition, adolescents with an unemployed parent were less likely to be working at a part-time job and more likely to plan on working full-time after high school graduation. Among adolescents with unemployed parents, ethnic origin was associated with present unemployment but also with plans to be employed full-time after graduation. High-ability students were more likely than low-ability adolescents to plan on college despite unemployment of a parent. Gender did not produce significant results. (Three data tables are appended.) (Author/YLB)

McMinn, Sheri B.; Lay, C. Marvin

Leisure Activity and Hospital Readmission of Short-Term Psychiatric Patients.

PUB DATE- Nov 87
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Leisure Education; *Leisure Time; *Mental Health; *Patients; *Psychiatric Hospitals; *Recreational Activities
IDENTIFIERS- *Hospital Readmission

William Menninger (1948) reported research results indicating a significant relationship in a former patient's ability to stay well and his participation in recreation. J. Bates (1963) indicated one reason patients return to psychiatric facilities was the lack of skills that center around recreation. This study was conducted to investigate the relationship between leisure activity involvement of psychiatric patients and recidivism. Adult inpatients (N=100) in a short-term psychiatric unit completed the Recreation is Where You Find It questionnaire which assessed leisure involvement and yielded subscores in the areas of social interaction, creative expression, physical expression, spectator appreciation, intellectual stimulation, solitary relaxation, and a total combined score. The relationship of the six subscores and the total score to hospital readmission were analyzed. The results revealed significant negative relationships between hospital readmission and social interaction, creative expression, physical expression, spectator appreciation, intellectual stimulation, solitary relaxation, and the total of all subscores. The findings suggest that individuals who are readmitted to psychiatric facilities have poor leisure time involvement. If the goal of a short-term psychiatric unit is to offer therapy that will decrease readmission rates, leisure education should be a part of each patient's hospital stay. (NB)

Sussman, Marvin B.; Pfeifer, Susan K.
Kin and Non Kin Intergenerational Connecting.
PUB DATE- Aug 87
NOTE- 25p.; Paper presented at the Annual Meeting of the Society for the Study of Social Problems (37th, Chicago, IL, August 14-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; *Family Relationship; *Friendship; *Interpersonal Relationship; *Kinship; Loneliness; *Older Adults; Research Needs; *Social Isolation

The generation three and generation one connection of individuals not related by blood or marriage is predicted to increase in incidence in the coming decades. This will occur regardless of public policy or the concerns of family members who yearn for connectedness within the institutional family. These non-family nexi have the potential to provide participants with memorable experiences and knowledge within less than a lifetime frame, or they may be of long duration where individuals have a deep commitment to each other. The development of multiple "special" friendships between older adults, children, and youth may be the insurance for aloneness in old age and its devastating morbidic consequences. Geographic mobility, fertility rates, and dual worker families add up to a scarcity of family members who can connect with older family members for sociability, services, and other activities. There is a need for a conceptual approach which will provide understanding and meaning to the non-family dyadic generational connection, a harbinger of a normal event in the coming years. This development has begun by providing a contrast between family and non-family relationships on a number of connectedness variables. (ABL)

ED 293 063 CG 020 711

Berzonsky, Michael D.; And Others
Identity Status, Self-Presentations, and Self-Conceptions.
PUB DATE- Apr 87
NOTE- 25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Higher Education; *Peer Influence; *Self Concept; Undergraduate Students; *Young Adults
IDENTIFIERS- *Identity (Psychological); Identity Formation

Adolescent psychologists readily acknowledge the role that peer expectations and pressures may play in causing youth to act in ways that conflict with previously assimilated attitudes and beliefs. However, minimal research has been focused on self-presentational behavior during adolescence. This study was designed to determine whether the internalization of a public self-presentation varied with identity status. Late adolescent undergraduate students (N=124) who were pretested on identity status and sociability participated in a self-presentation experiment. Subjects were randomly assigned to one of six conditions involving three types of presentations: face-to-face, written questionnaire, or anonymous--crosscut by positive or negative impression conditions. Results indicated that subjects internalized positive presentations and resisted internalizing negative ones. Results further indicated that subjects with varying identity statuses exhibited differences in susceptibility, resistance, and reactions to encounters. (Author/ABL)

ED 293 165 CS 506 087

Palmeri, Anthony J.

Division, Unity, and Consciousness Raising: Burke and Ong on Technology.

PUB DATE- Apr 88
NOTE- 27p.; Paper presented at the Annual Meeting of the Central States Speech Association (Schaumburg, IL, April 16-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Communication (Thought Transfer); *Humanization; Language Role; Rhetoric; *Technological Advancement; *Technology
IDENTIFIERS- Burke (Kenneth); *Consciousness Raising; Ong (Walter); Rhetoric as Epistemic; Technological Change; *Theoretical Analysis

In an effort to contribute to the dialogue on the effects of the intensification of technology upon the structure and dynamics of human communication, this paper examines the views of technology in the works of Kenneth Burke and Walter Ong. The paper argues that their theories can be compatible, that Ong's view of writing as a technology which raises consciousness can supply what is missing in Burke's approach to rhetoric, and that Burke's satiric frame of rejection can be reconciled with Ong's "accepting yet not passive" approach to technology. First the paper discusses Burke's works, limited to three stages of his thinking about technology: the technological psychosis, the definition of man, and the "Helhaven" project--the imaginary, hypertechnological "culture bubble" on the moon. Then the paper considers Ong's concept of technology, which concentrates on the idea that technologies change the relationship between humans and information. Emphasis is placed on Ong's belief that writing is the most important technology, because only knowledge of writing allows for criticisms of other technologies. The paper concludes that Burke's satiric approach to technology is persuasive on purely empirical grounds. Burke insists that what is necessary to alleviate some of the ills of humankind is a fuller knowledge of what it means to be a symbol-using animal, while Ong's work suggests that such knowledge is only possible with the reflective capacity brought on by the interiorization of writing. In addition, both scholars will be remembered for having resisted an over-simplified explanation of the influence of technology. (Twenty references are appended.) (MS)

ED 293 207 EA 019 948

Haynes, Chloe J.
Education and Economic Development. ERIC Digest Series Number 23.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 3p.
CONTRACT- OERI-R-86-003
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1747 Agate Street, Eugene, OR 97403 ($2.50 handling charge per request).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Economic Development; Educational Change; Educational Trends; Elementary Secondary Education; Futures (of Society); *Role of Education; School Business Relationship; *Technological Advancement
IDENTIFIERS- ERIC Digests

In recent years, educational leaders have joined forces with businesses and community members to prepare students for a new, challenging labor market and, in so doing, are making major contributions to economic development. As the transition to the information age continues, the adaptable, creative student may provide the force to direct economic development. (AA)

ED 293 247   EC 202 096

Special Education Handbook: Information about Services for Students with Special Education Needs.

Fairfax County Public Schools, VA. Dept. of Student Services and Special Education.

PUB DATE- Jul 87
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- Administrative Organization; *County School Districts; *Disabilities; Due Process; Educational Diagnosis; *Education Work Relationship; Elementary Secondary Education; Eligibility; Handicap Identification; Individualized Education Programs; *Parent School Relationship; Preschool Education; *School Policy; Social Agencies; Social Services; Social Support Groups; *Special Education; Student Evaluation
IDENTIFIERS- Child Find; *Fairfax County Schools VA

This handbook is intended as a practical resource guide for students, parents, educators, and other interested persons working together to help students (ages 2-21) who require special education in Fairfax County, Virginia. It summarizes federal and state laws and local school policies regarding special education in several sections. An overview of the county school system outlines the special education responsibilities handled at each administrative level. "Important Elements of Special Education" reviews the range of available services and defines/describes program components and processes such as Child Find, classifications of handicapping conditions, least restrictive environment considerations, transportation, problem resolution, handling of student records, and due process procedures. The special education process is presented as a series of steps, including identification, referral, evaluation, eligibility/dismissal, individualized education plan development/placement, annual review, and triennial reevaluation. "Planning Ahead" provides recommendations and resources to use in preparing for a student's transition to future education and employment opportunities. Also included are a list of community organizations and parent support groups, sources of financial assistance, information resources, and a glossary of terms. (VW)

Ysseldyke, James E.; And Others

Time Allocated to Instruction of Mentally Retarded, Learning Disabled, Emotionally Disturbed, and Nonhandicapped Elementary Students. Research Report No. 1. Instructional Alternatives Project.

Minnesota Univ., Minneapolis.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Mar 87
NOTE- 24p.; For related documents, see EC 202 461-463.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Classification; Comparative Analysis; Elementary Education; *Emotional Disturbances; *Learning Activities; *Learning Disabilities; Mainstreaming; Mild Disabilities; *Mild Mental Retardation; Resource Room Programs; Special Classes; Time Factors (Learning); *Time on Task

This study investigated time allocated to instruction as a function of the specific type of mild handicap and as a function of setting and subject matter content. Subjects were 122 elementary students categorized as learning-disabled, emotionally/behaviorally disturbed, educable mentally retarded, and nonhandicapped. Subjects were in mainstreamed, resource room, and self-contained programs. A modified version of the CISSAR (Code for Instructional Structure and Student Academic Response) observation system was used. Twelve specific activities were coded (8 academic; 4 nonacademic); activities were coded every 10 seconds; and each student was observed on a whole-day basis. Results showed that few significant differences existed among the student categories in the amount of time allocated to various activities--the act of differential classification did not result in quantitative differences in the ways in which students spent their time in school. Compared to time spent in regular classes, a greater proportion of the time that students spent in special education classes was allocated to academic instruction. Mentally retarded students in self-contained classes spent significantly less time on academic instruction than mentally retarded students in resource rooms or regular education classes. (JDD)

ED 292 966 CE 049 893

The Admissions Process: Staff Development Handbook. Interventions Based upon the Study of Adult Educational Development. Educational Development Task No. 1: Adults Making the Commitment to Return to School.

Appalachia Educational Lab., Charleston, W. Va.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 85
NOTE- 251p.; A product of the Lifelong Learning Program. For related documents, see CE 049 890-895.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Admission (School); *Admissions Counseling; Adult Counseling; *Adult Students; Career Education; Higher Education; *Reentry Students; Resource Centers; *Staff Development; Workshops

This handbook consists of five staff training packages, four of which constitute a series of four one-half-day workshops for institutional staff--administrators, faculty, librarians, and student services staff--who work with adults returning to school. These training packages may be used independently, sequentially over time, or together for an intensive two-day staff development program. The last training package is for admissions office and support staff and is designed for a whole-day workshop and separate delivery. Each staff training package includes a complete description of the training program, including objectives and procedures for planning and setting up sessions, ordering materials, photoready copies of handout material, and workshop evaluation forms. The package on research findings introduces faculty and staff to research previously conducted on adult commitment to return to school and to the 15 interventions based on that research. The package on academic advising and counseling staff focuses on their role in facilitating adult formulation of commitment. The training package on adult commitment helps staff both to develop understanding of adult concerns relating to the admissions process and to promote adult learning during that process. The package on educational planning resource center focuses on training faculty and staff on the use of the center during the admissions process. The final package is designed to sensitize those working with adults during the admissions process to the interests, motivations, and apprehensions of adults applying for entrance to postsecondary institutions. Appendixes to each package contain handouts, transparencies where applicable, and other relevant materials. (YLB)

ED 293 005 CE 049 960

Leite, Elenice M.; Caillods, Francoise
Education, Training and Employment in Small-Scale Enterprises: Three Industries in Sao Paulo, Brazil. IIEP Research Report No. 63.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
PUB DATE- 87
NOTE- 458p.; Joint study with the National Industrial Training Service of SENAI, Sao Paulo, Brazil. Portions contain small print.
AVAILABLE FROM- International Institute for Educational Planning, 7-9 rue Eugene-Delacroix, 75116 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Economic Climate; *Employer Employee Relationship; Employment Level; Employment Practices; *Entrepreneurship; Foreign Countries; Individual Characteristics; *Organizational Climate; *Personnel Management; Personnel Policy; *Small Businesses
IDENTIFIERS- *Brazil (Sao Paulo)

Despite the prophecies forecasting their probable disappearance or annihilation, small-scale enterprises have persisted in the Brazilian industrial structure since 1950. To account for the survival of small firms in Brazil, specifically in the state of Sao Paulo, a study examined 100 small firms in three industrial sectors: clothing, mechanical goods, and electronics. Information was gathered on the characteristics of the firms included in the study sample; the socioeconomic characteristics, educational level, and professional experience of the entrepreneurs who run them; the characteristics, background, mobility, and earnings of their employees; and their operational and personnel management practices. Other small- and medium-sized firms were perceived as being a greater threat to the survival of the firms studied than were larger or clandestine firms. Maintaining a high-quality product, meeting customers' needs rapidly, keeping their prices low, and constantly updating or renewing their models were mentioned as the top four strategies of surviving in the marketplace. Perhaps the biggest factor in these companies' ability to survive is their considerable operational flexibility, which they exercise in their selection of a geographic location, their work force, their personnel management policies, and their methods of organizing work. (Appendixes include 59 tables on education, training, and employment patterns in Brazil; the survey instruments used; information on the data used in the study; and a classification of the subsectors of the three industries studied.) (MN)

ED 293 107 CS 009 112

Wilhite, Stephen C.
Differential Effects of Headings on High- and Low-Knowledge Readers.
PUB DATE- Apr 88
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advance Organizers; Higher Education; Memory; Reading Comprehension; Reading Research; Recall (Psychology); *Schemata (Cognition)
IDENTIFIERS- *Headings; Main Idea

Two experiments investigated to what extent schema activation is involved in any facilitative effect that headings may have on multiple-choice test performance following the reading of a passage. In the first experiment, 1,116 college students read a 1,760-word passage on human sexuality with headings either present or absent. An analysis of the scores on a multiple-choice retention test revealed that the only significant facilitative effect of the headings was in the answering of main-idea retention test questions by subjects with high pre-existing knowledge about the topic, as assessed by a pretest. In the second experiment, 94 college students read a 4,840-word passage on organization in memory with headings either present or absent. In this experiment, those subjects who were enrolled in a college course on human memory were defined as the high pre-existing knowledge subjects. The pattern of significant findings was the same as that reported for the first experiment. Thus, the results suggest that headings facilitate recognition memory for main-idea information by activating relevant prior knowledge. (Seventeen references and two tables of data are appended. (ARH)

ED 293 151 CS 211 146

Ede, Lisa
What Is Social about Writing as a Social Process?
PUB DATE- Mar 88
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Epistemology; Philosophy; Social Cognition; Social Theories; *Theory Practice Relationship; *Writing (Composition); Writing Instruction; *Writing Processes
IDENTIFIERS- Burke (Kenneth); Collaborative Learning; Social Process Model

What is meant by saying that reality is socially constructed or that writing is a social process must be thought about carefully. Advocates of a social constructivist view of writing have been able to challenge dominant cognitivist and expressionist paradigms surprisingly quickly. However, such a swift victory needs to be examined. When tested in the classroom, attempts at collaborative writing often fail. In addition, the appropriateness of the dominant metaphor of the writing as a social process position, "community," is questionable. Writing is not just cooperation and identification, but also competition and division, not just a reflection of reality, but also a deflection. Preoccupation with epistemological arguments for writing as a social process have served as protection in a number of ways, and may have been part of the continuing effort to legitimize composition studies. It is questionable whether the privileging of epistemology, and the related downplaying of politics, ideology, and psychology, has constituted a substantial change. Finally, the current advocacy of writing as a social process may have permitted the escape of a potentially painful awareness of the writing teacher's role in the educational system--not wanting to recognize in these theories that teaching is work, as is learning for students. (ARH)

ED 293 179 CS 506 104

Keyton, Joann
Is Group Self-Selection an Important Organizational Variable?
PUB DATE- Apr 88
NOTE- 34p.; Paper presented at the Annual Meeting of the Southern States Speech Association (Memphis, TN, April 7-10, 1988).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Group Dynamics; *Group Membership; Higher Education; Individual Characteristics; *Interpersonal Communication; *Organizational Communication; Participant Characteristics; Self Directed Groups
IDENTIFIERS- Group Characteristics; *Group Selection; *Self Selection Bias

To address the lack of research focusing on naturally occurring groups within an organizational context, a study examined the selection process and criteria that individuals use when allowed to self-select members for task groups. Subjects, 248 students enrolled in a basic communication course at a midwestern university, self-selected themselves into 47 groups (three to seven members each) as part of a class assignment. After participating in various acquaintance activities, subjects formed groups by signing their names on the blackboard with others they wanted to join in a group. The students then gave written responses to an open-ended question asking about the selection process and characteristics involved in choosing their fellow group members. Results showed that physical attractiveness was not a central issue when task groups were being formed, and that individuals used active communication processes and relied on communication characteristics or characteristics that could be inferred from interaction in making group member selection. Responses also indicated that subjects looked for characteristics that defined an individual's willingness to work, ability to get along with others, openness to communicate, and similarities of interest and personality. (Three tables listing process and characteristic variable frequencies and percentages, and process and characteristic variable relationships are included, and a summary of process and characteristic variables and 15 references are appended.) (MM)

ED 293 193 EA 019 760

Walters, Donald L.
PC's and the Principalship.
PUB DATE- 31 Oct 87
NOTE- 19p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Charlottesville, VA, October 30-November 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Computer Uses in Education; Elementary Secondary Education; Higher Education; *Management Development; *Microcomputers; *Principals
IDENTIFIERS- *Temple University PA

Although school district administration has previously been influenced by the introduction and use of larger computers, the microcomputer brought the potential for revolutionizing the principal's job. Many principals may still be unaware of the possible benefits offered by microcomputers or unprepared to capitalize on them. This paper addresses several concerns: (1) the administrative purposes for which microcomputers are being used by elementary and secondary school principals; (2) the kind of training received by these principals; (3) the microcomputer training being offered in educational administration programs; (4) how this training is being provided; and (5) training institutions' future plans for teaching about microcomputers. The paper synthesizes and summarizes findings reported in three separate studies sponsored by Temple University (Pennsylvania). The data comprised principals' and educational administration faculty's plans and practices gathered through questionnaires and interviews. Findings suggest that relatively few principals are using computers for administrative uses involving database, financial, communications, or specialized management functions. Although secondary schools offer more application opportunities than elementary schools, elementary school principals may be using microcomputers to a greater degree than secondary school principals. If computers are indeed an important technological tool for administrators, clearly more must be done to prepare principals to be comfortable and competent in using them. Educational administration preparation institutions, which now provide some computer instruction as an elective, should continue to evaluate and enhance their computer training programs for administrators. Appended are 18 references. (MLH)

ED 293 221 EA 019 971

Wynne, Edward A.
Schools as Morally Governed Institutions.

PUB DATE- Apr 87
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Principles; Christianity; Elementary Secondary Education; Ethical Instruction; Judaism; *Moral Values; Private Schools; Public Schools; Religious Education; School Surveys; *Traditionalism
IDENTIFIERS- Illinois (Chicago)

There seems to be a link between traditional Judeo-Christian morality and successful school administration. Interviews of more than 200 practitioners in the Chicago (Illinois) area reveal that public school practitioners and religious practitioners often share similar values. Further, site studies show that the policies of the interviewees agree with their responses. By advocating the practice of morality in schools, Durkheim reinforces the validity of the relationship. Traditional Judeo-Christian values involve accepting the present authority; strong adult control over children; an emphasis on good behavior; collectivism; respect for traditions; religious activities; and equality. In successful schools, adults have authority; hard work and good behavior are stressed; pride in the group is expressed; rituals are important; and students are considered equal, regardless of accomplishment. The conservatism of Edmund Burke and contemporary functionalism support the claim for tradition. Practitioners can conclude that morality is a valuable resource; moral sentiments should be communicated to one another; hierarchy should be observed; equality should be practiced; reward and punishment should be practiced; tradition is a significant source of authority; rituals can convey values and inspire artistic expression; religion in licensed schools should be serious and nonsecularized; and effective preaching (urging listeners to apply ideals) contributes to the success of schools. Included are 27 references. (RG)

ED 293 235 EC 202 084

Deafness and Interpreting.
New Jersey State Dept. of **Labor, Trenton.** Div. of the **Deaf.**
PUB DATE- Oct 87
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accessibility (for Disabled); *American Sign Language; Certification; Codes of Ethics; *Communication (Thought Transfer); *Deaf Interpreting; *Deafness; *Hearing Impairments; Interpreters; Interpretive Skills; Lipreading; Nonverbal Communication; *Sign Language
IDENTIFIERS- New Jersey; Registry of Interpreters for the Deaf Inc

This paper explains how the hearing loss of deaf persons affects communication, describes methods deaf individuals use to communicate, and addresses the role of interpreters in the communication process. The volume covers: communication methods such as speechreading or lipreading, written notes, gestures, or sign language (American Sign Language, Pidgin Sign English, and Manually Coded English); the wide usage of American Sign Language within the deaf community and its increasing acceptance by colleges and universities as a fulfillment of foreign language requirements; the history of interpreting; a rationale for the use of interpreters as the most efficient and effective method of facilitating communication between hearing and deaf persons; steps towards becoming an interpreter; types of interpreting; work settings in which interpreters are needed; the certification process and types of certificates; procedures for securing an interpreter through the Interpreter Referral Service of the New Jersey Division of the Deaf; guidelines for using the interpreter effectively and comfortably; and suggestions to maximize communication between deaf and hearing people when an interpreter is not available. Appendices contain the code of ethics of the Registry of Interpreters for the Deaf and a directory of New Jersey resources available for additional information on interpreting. (JDD)

ED 293 275 EC 202 474

Fuchs, Douglas

Prereferral Intervention for Difficult-to-Teach Students: Mainstream Assistance Teams--Years 1 and 2.

George Peabody Coll. for Teachers, Nashville, Tenn. Dept. of Special Education.

SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.
PUB DATE- 87
NOTE- 54p.
CONTRACT- G008530158
AVAILABLE FROM- Douglas Fuchs, Department of Special Education, Box 328, George Peabody Collge, Vanderbilt University, Nashville, TN 37203.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Change; Consultation Programs; Elementary Education; *High Risk Students; Interdisciplinary Approach; Intermediate Grades; *Intervention; *Mainstreaming; *Mild Disabilities; Problem Solving; *Referral; Teamwork
IDENTIFIERS- *Prereferral Assessment; *Prereferral Intervention

The Mainstream Assistance Team (MAT) Project is a 3-year program to develop, implement, and validate a prereferral intervention model with nonhandicapped difficult-to-teach students. This paper presents a rationale for prereferral assessment and intervention focused on the increasing numbers of mildly handicapped students enrolled in special education, the increasing frequency of teacher referrals for student evaluation, and evidence that teacher referrals may be arbitrary and precipitous. Traditional educational assessment is compared to prereferral assessment and intervention. Then the basic dimensions of the MAT are explained, including behavioral consultation in four stages (problem identification, problem analysis, plan implementation, and problem evaluation) and the use of "written scripts" by consultants to ensure all important information is communicated during formal meetings. During year 1 the project was implemented in four inner-city middle schools with 10 school based consultants. Limited success during the first year led to changes in year 2 including requiring the use of contingency contracts and data based monitoring procedures. During year 3 elementary guidance counselors in 20 schools are being trained in the MAT program. Appended are a sample student-teacher contract; a sample "script"; instructions for teacher and student monitoring with an interval recording system; and instructions for the product inspection approach to teacher and student monitoring. (DB)

ED 293 304 FL 016 971

Met, Myriam
Foreign Language Immersion Programs. ERIC Q & A.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 87
NOTE- 6p.
CONTRACT- 400-86-0019
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Immersion Programs; Instructional Materials; *Program Design; *Program Development; *Program Effectiveness; Second Language Learning; Staff Utilization; Student Educational Objectives; Time Factors (Learning)

A fact sheet on foreign language immersion programs, in which the regular school curriculum is taught partially or entirely in a foreign language, briefly discusses the following: (1) the structure and goals of immersion instruction; (2) the introduction of English instruction; (3) the eventual effect of immersion instruction on verbal and mathematical skills in English; (4) key ingredients of a successful program; (5) the advantages and disadvantages of the total and partial immersion program designs; (6) optimum grade level for beginning an immersion program; (7) the necessary commitment on the part of parents and participants; (8) staffing and staff utilization; (9) obtaining instructional materials; (10) the effect of the immersion program on the district's existing foreign language program; and (11) enrollment projections. (MSE)

ED 293 093 CS 009 094

Workplace Literacy. Focused Access to Selected Topics (FAST) Bibliography No. 1.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- RCS-FAST-BIB-1
PUB DATE- 88
NOTE- 4p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; *Adult Literacy; Adult Reading Programs; *Annotated Bibliographies; Basal Reading; Functional Literacy; *Job Skills; Labor Education; Reading Ability; Reading Skills; Writing Skills
IDENTIFIERS- *Job Related Literacy; Reading Management

Compiled to assist those who are interested in building better workplace literacy programs, the first ERIC/RCS FAST (Focused Access to Selected Topics) Bibliography is a selection of representative documents from searches of the ERIC database. The bibliography is divided into the following groups: eight sources that provide an overview of concerns about workplace literacy; five general background sources; five sources which help define workplace literacy; and five descriptions of programs/projects. A brief annotation accompanies each item. (JK)

ED 293 121 CS 211 104

Bernthal, Craig A.; Ludwig, Jay B.
Teaching Composition: A Handbook for Graduate Assistants.
Michigan State Univ., East Lansing. Dept. of English.
PUB DATE- 15 Jun 86
NOTE- 33p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for TA (Teaching Assistant) Training.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Class Organization; *Classroom Techniques; Computer Assisted Instruction; Course Descriptions; Course Organization; Discussion (Teaching Technique); Expository Writing; Grading; Graduate Students; Higher Education; Teacher Student Relationship; *Teaching Assistants; *Teaching Guides; Teaching Methods; Technical Writing; Writing (Composition); *Writing Instruction
IDENTIFIERS- Michigan State University; *Teaching Assistant Training Project; Writing Assignments

Designed specifically for graduate assistants teaching composition at Michigan State University (MSU), this handbook provides a general information base for teaching assistants, offering practical advice and discussing various aspects of course design, classroom practice, and the logistics of teaching at a large public university. A section on course descriptions presents brief summaries of the non-fiction courses which are offered by the MSU English Department and taught by graduate assistants, and includes course title, number, format, and content. Sections on computer writing, preparing a syllabus, writing assignments, class discussions and peer editing, and reading and responding to student writing are included; and a special note on mechanics gives advice on editing for grammatical errors. Other topics covered in the handbook include attendance policy, student-teacher conferences, and running a class on a day to day basis. The sections on grading discuss portfolio grading as well as the MSU grading system, incomplete policies, and grade disputes or changes. The final sections review the MSU Code of Teaching Responsibility and the Student Instructional Rating System. A bibliography of books on teaching writing and composition theory is also provided. (MM)

ED 293 137 CS 211 128

Page, Miriam Dempsey
The Anthropologist as Essayist: Clifford Geertz.
PUB DATE- 88
NOTE- 33p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Anthropology; Cultural Context; *Essays; *Ethnography; Expository Writing; *Personal Narratives; *Writing (Composition)
IDENTIFIERS- Cultural Anthropology; Geertz (Clifford); Story Themes; Story Writing; Thematic Analysis; Writing Development

Based on the premise that the most viable form of discovery for the ethnographer is the personal essay--which has been called "the expression of the self thinking" (Alfred Kazin) or writing as learning and thinking--this paper examines the work of anthropologist Clifford Geertz in the light of that definition. Particular attention is paid to his idea of "local knowledge" (or theme) and "thick description," as exemplified by his 1980 ethnography, "Negara," which reveals the anthropologist telling many stories within the context of a highly focused theme to help deal with the complexity of composing human experience, especially that of a "strange" society. The paper contends that the ethnographer's struggles to come to terms with a "strange" society make socio-cultural anthropology an ideal area to study the personal essay because of the revealing interpenetration of language and experience. The paper also remarks that the increasing tendency toward thematic ethnography reflects a growing awareness among ethnographers of the "primacy of context." The first part of the paper explores the theoretical premise of writing as learning and thinking as the only option really open to the ethnographer because of the nature of the ethnographic writing task as highly thematic and interpretive. The second part uses Geertz's "Negara" (a study of the "theatre state" in nineteenth century Bali) as an example of this premise, and to show that the layers of interpretation in his intricately written ethnography enact Geertz's primary aim, "deep writing" and "deep reading," an essential goal for any anthropologist who tries to come to terms with the meaning of human experience. Forty-two references are appended. (MS)

ED 293 289 EC 202 488

First Years Together. Final Project Report. Project Enlightenment.

Wake County Public School System, Raleigh, N.C.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Apr 87
NOTE- 196p.; For related documents, see EC 202 489-497.
GRANT- G008303647
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Counselor Training; *Developmental Disabilities; *High Risk Persons; *Hospitalized Children; Individualized Education Programs; *Infant Behavior; Infants; Inservice Education; Nurses; Parent Child Relationship; *Parent Education; Parent Participation; Preschool Education; *Prevention; Public Health
IDENTIFIERS- *Early Intervention; First Years Together (Project)

First Years Together (FYT), a 3-year service and training demonstration project, provided services to 32 high risk or preterm babies and their parents in order to overcome the emotional and developmental effects of hospitalization and a worrisome start. Service was initiated shortly before each baby's discharge from the intensive care unit and continued over 18 months. Parents and a multidisciplinary professional staff worked as partners through developmental assessments and formulation of a plan for meeting each baby's needs. Emphasis was placed on educating parents about motor skills, cognitive processes, language, social development, and differences between pre-term and full-term development, in order to increase their self-confidence and reduce their dependency on professionals. This report provides a program overview, descriptions of services and participants' characteristics, a case study of one participant, and an evaluation of the effectiveness of the intervention program and its results. The FYT training program for public health nurses and other professionals, including the training materials and information products developed in conjunction with it, are also described. Appendices include examples of parent-infant individualized educational plans. (VW)

ED 293 320 FL 017 296

Gould, John W.
Teaching Intercultural Business Communication.
PUB DATE- May 87
NOTE- 10p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; Course Content; *Course Organization; Cross Cultural Training; *Curriculum Development; Curriculum Evaluation; Higher Education; *Intercultural Communication; *Languages for Special Purposes; Second Languages; Student Participation
IDENTIFIERS- Japanese People

Suggestions are provided for teachers wishing to develop a course segment on intercultural business communication, based on a hypothetical need for an instructional module in Japanese business culture. It is suggested that the teacher first read related materials and seek out resource people who have lived and worked in the culture. Module objectives reflecting the businessperson's need for cultural, historical, and social information should then be established. Content should touch on geography, popular culture, and language, and can be integrated with simulated negotiations involving the resource persons. Students should be required to study the American culture in preparation for studying a foreign one. A course progression from conceptual to theoretical and again to conceptual is recommended, beginning with a comparison of cultural characteristics and behaviors relating to self-disclosure in various contexts. Evaluation of the module should seek information about (1) the students' cultural awareness before and after the content was taught, (2) student perceptions of what content is most useful, and (3) colleagues' and guest participants' perceptions of their own roles and the instructor's role in producing and presenting the curriculum. (MSE)

ED 293 336 FL 017 312

Newman, Michele O.
Business French and the Liberal Arts.
PUB DATE- May 87
NOTE- 14p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Communication; *French; Higher Education; *Interdisciplinary Approach; *Languages for Special Purposes; *Liberal Arts; Relevance (Education); Second Language Instruction; Student Characteristics
IDENTIFIERS- *Pace University NY

The offering of a college course in French for industry and the professions revealed how well a business language course can serve the needs of language majors. The course served students in international marketing, management, finance, and a variety of liberal arts majors, including some language majors needing additional credits for graduation. Since language for business is essentially language training, it is as likely to improve fluency and familiarity with structures, idioms, vocabulary, and cultural context as a conversation or literature course would be. The oral skills developed are appropriate to many situations, and the social exchanges practiced are often more innovative than those in regular language courses. The materials used offer information about varied business situations and opportunities for developing all language skills, including skills in everyday letter-writing and communication. Materials having a commercial context can also provide much cultural information. Through such a course the liberal arts and the business student can each gain a greater appreciation of previously unexplored areas of knowledge. (MSE)

ED 292 952 CE 049 472

International Symposium on the Right of Women to Education with a View to Their Access to Employment (Paris, France, September 14-18, 1987). Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE- Sep 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Conference Proceedings; *Developing Nations; *Equal Education; *Equal Opportunities (Jobs); Foreign Countries; Nontraditional Occupations; Sex Fairness; *Womens Education

This document reports on a symposium held to analyze major obstacles hampering the equality of educational opportunity for girls and women and to exchange experiences and information on efforts to remove such obstacles and improve access. The welcoming speech by K. Savolainen is outlined, and other proceedings are briefly discussed. The summary of trends, experiences, information, and views expressed during the symposium highlights these areas: women's progress and remaining problems; traditional ideologies that portray women as inferior; the negative consequences of war, racism, and economic crises; illiteracy and lack of skills training as obstacles to women's educational and employment opportunities; family responsibilities; regression in women's interest in academic education; concentration of women in traditionally female jobs; the need to consider any specific educational strategy within its economic, political, and cultural context; the importance of nonformal education; the need for research, exchange of information, and communication; and the need for women's active participation in decision making. Based upon their conclusions, a list of suggestions are made for the Director General of UNESCO. An agenda and an annotated agenda which enlarges upon the symposium's five main discussion points are appended. (YLB)

ED 292 992 CE 049 933

Loesch-Griffin, Deborah A.
Decision-making Profiles of a Group of High School Seniors Engaged in the Transition to Adulthood.
PUB DATE- Apr 88
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Development; Career Choice; Career Development; Career Planning; *Decision Making; *Education Work Relationship; *Goal Orientation; High Schools; *High School Seniors; Individual Development; *Student Educational Objectives

A study constructed a detailed description of students' perceptions of the transition to adulthood and the decision-making strategies used as they approached high school graduation. A Post-High School Plans Survey was administered to 186 seniors in Northern California; a subsample of 32 students was interviewed to assess identity, exploitation, and commitment. Three types of goal orientations (task, self, social) were analyzed in relation to four decision outcome categories (four-year college, junior college, noncollege, undecided) and the decision-making processes involved. The post-high school decision-making process was related to students' perceptions of this time as initiating the transition to adulthood in two significant ways. First, if students perceived that upon leaving high school they were entering new roles and requirements as young adults, they were more likely to initiate the thinking and goal-setting necessary to establish a path into adulthood. Second, students who perceived themselves as involved in adult development were more likely to have stronger goals and higher levels of thinking during the transition to adulthood. The most promising decision-making profile was associated with students' perceptions of adulthood as being initiated during high school years but continuing on into the mid-20s. Students with a sense of the "big picture" of adulthood were better able to evaluate alternatives as they left high school and to select a career that reflected their commitment to a particular identity. (YLB)

ED 293 034 CG 020 682

Hurrelmann, Klaus; And Others

Failure in School, Family Conflicts, and Psychosomatic Disorders in Adolescence.

PUB DATE- 20 Nov 87
NOTE- 24p.; Paper presented at the International Conference "Prevention and Intervention" (Bielefeld, West Germany, November 20, 1987). Translated by Adelheid Baker.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Failure; Adolescents; *Conflict; Foreign Countries; *Parent Child Relationship; *Psychosomatic Disorders; Secondary Education; *Secondary School Students; Stress Variables
IDENTIFIERS- West Germany

Adolescence is considered a transitory phase in the life course. Failure in school during adolescence can carry with it the risk of an occupational and social downward mobility in the future life course in comparison to the family of origin. The stress associated with this risk can have detrimental effects on the social and emotional climate within the family and can manifest itself in psychosomatic symptoms. To examine this issue, 1,717 adolescent students in West German schools were asked to complete a questionnaire assessing psychosomatic disorders, failure in school and the risk of downward mobility, social conflict with parents, and emotional conflict with parents. The results support the hypotheses that psychosomatic frequency is reinforced when adolescents experience failure in school and when they experience social and emotional conflict in their relationships with their parents. Multivariate analysis demonstrated that these effects were interconnected. Failure in school had a direct effect on the frequency of psychosomatic disorders, and an indirect effect on disorders by influencing social and emotional conflicts in the family. The underlying causes for the tensions between adolescents and their parents are conceived in the social and economic opportunity structures of the society. (NB)

ED 293 049 CG 020 697

Catastrophic Health Insurance. Hearing on S. 210 To Amend the Public Health Service Act To Provide Catastrophic Health Insurance Coverage for Elderly and Disabled Americans before the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-100-375
PUB DATE- 8 Apr 88
NOTE- 311p.; Portions contain small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Disabilities; Diseases; Federal Legislation; *Health Care Costs; *Health Insurance; Hearings; *Older Adults
IDENTIFIERS- *Catastrophic Insurance; Congress 100th; *Public Health Service Act

The text of a congressional hearing on a bill to provide catastropic health insurance coverage for elderly and disabled Americans is presented in this document. Statements are given by Senators Edward M. Kennedy, Orrin G. Hatch, Brock Adams, Lowell P. Weicker, Jr., Strom Thurmond, Tom Harkin, Dan Quayle, Gordon J. Humphrey, Jim Sasser, and Representative Claude Pepper. Testimony is presented by Otis R. Bowen, Secretary of the Department of Health and Human Services, and Jacob Clayman, president of the National Council of Senior Citizens. Prepared statements of the following individuals or groups are included: (1) medical associations; (2) health care providers; (3) representatives of health insurers; (4) a professor of health policy studies; (5) representatives of advocacy groups; and (6) an individual who had endured financial problems because of her husband's long-term illness. (ABL)

ED 293 064 CG 020 712

Travis, Shelley K.; Allgeier, Elizabeth Rice
Attributions of Responsibility to Male and Female Victims of Rape and Robbery.
PUB DATE- 9 May 86
NOTE- 17p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (58th, Chicago, IL, May 8-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; Crime; *Criminals; Higher Education; *Rape; *Responsibility; *Sex Differences; Undergraduate Students; *Victims of Crime
IDENTIFIERS- *Aggravated Robbery

This study examined the effects of victim gender and type of crime on college students' attributions of responsibility to the victim for the crime. Male (N=48) and female (N=48) undergraduates responded to one of four experimental vignettes depicting either a rape or a robbery committed by a male stranger against either a male or female victim. After reading the vignettes, students made judgments concerning the victim, the crime, and the assailant. Results indicated that, compared to males, female victims of rape and robbery were perceived as more likely to have encouraged their assault and were attributed more responsibility for their victimization. Robbery victims were seen as more likely to have encouraged the crime than were rape victims, but were not attributed greater responsibility for victimization. Rape was judged to be a more serious and traumatic crime for the victim than was robbery. Students held more negative personal feelings toward, and assigned longer sentences to, rapists than robbers. Male and female students differed in their perceptions of rape and robbery, and of assailants. Females viewed both crimes as more serious, were more certain of the assailant's guilt, and attributed greater responsibility to the assailant than did males. Results suggest that victim gender and type of crime may influence the degree to which victims are held responsible for their victimization. (Author/NB)

ED 293 079 CG 020 727

De Leo, Diego; And Others

Attitude to Suicide in Elderly People.

PUB DATE- May 87
NOTE- 32p.; Paper presented at the Annual American Association of Suicidology/International Association for Suicide Prevention Conference (20th, San Francisco, CA, May 25-30, 1987). For related document, see CG 020 726.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Age Differences; *Attitudes; College Freshmen; *Death; *Depression (Psychology); Foreign Countries; Higher Education; High Schools; High School Students; *Older Adults; Patients; Physical Health; Sex Differences; *Suicide
IDENTIFIERS- *Italy (Padua)

Attitudes about suicide were examined among older adults in Padua, Italy and were compared to attitudes of younger subjects. Elderly subjects (N=246) consisted of 122 adults living in residential homes, 73 medical inpatients of a geriatric hospital, and 51 depressed inpatients with primary affective disorders. Younger subjects (N=263) consisted of 27 high school students, 100 university freshmen, 70 blue collar workers, and 66 inpatients of the general hospital. All subjects completed the Suicide Attitude Questionnaire. The results revealed a statistically significant difference between the overall populations of elderly and younger subjects, indicating a much lower attitude to suicide among the elderly than among younger subjects. A significantly higher attitude to suicide was found among the depressed inpatients than among medical inpatients. Higher scores were generally observed among older women than among older men. As a hypothetical suicidal method, the elderly subjects preferred drugs, gas, and jumping. The literature reveals that suicide methods chosen by the elderly who do attempt suicide--other than drugs--are hanging and drowning. This finding suggests that the elderly subjects studied here were oriented toward the "softer" means of suicide because overall they were not at high risk for suicide. (NB)

ED 293 208 EA 019 949

Program Guide for In-School Suspension.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Support Programs.

PUB DATE- 86

NOTE- 97p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Educational Facilities Planning; Elementary Secondary Education; Guidelines; *High Risk Students; *In School Suspension; *Program Administration; Program Budgeting; Program Design; Program Development; Program Effectiveness; Program Evaluation; *Remedial Programs; State Curriculum Guides; *State Standards; Suspension

IDENTIFIERS- North Carolina; North Carolina State Department Public Instruction

The in-school suspension program, an integral aspect of a comprehensive dropout prevention program, insures the opportunity for high-risk students to achieve minimum competencies as outlined in North Carolina's Basic Education Program standards for student performance. Accordingly, the purpose of this program guide is to provide assistance to local education agencies in developing and improving such in-school suspension programs. After a brief overview, the first section provides guidelines for administration of the in-school suspension program, including program objectives, budgeting management, staffing management, facilities management, other budgeting considerations, student placement, and program evaluation. The second section provides guidelines for program content, including recommendations for principals, teachers, and coordinators and elements of an effective program. The final section addresses the need for program support, including a statement of purpose, recommendations for parental involvement, and coordination of external and internal resources. References are included, and the following forms are appended: (1) program referral forms, (2) parental notification forms, (3) teacher notification forms, (4) student development plans, (5) behavior contracts, (6) forms for students' classroom assignments, (7) re-entry forms (8) program guidelines, and (9) reporting forms. (TE)

ED 293 020 CG 020 668

Petersen, Anne C.; And Others
Coping with Adolescence: The Functions and Dysfunctions of Poor Achievement.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 2 Jun 87
NOTE- 20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
GRANT- NIMH-MH-30252/38142
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Adolescent Development; *Adolescents; Behavior Patterns; Behavior Problems; Elementary Secondary Education; Followup Studies; Longitudinal Studies; Preadolescents; Predictor Variables; *Self Concept; *Student Behavior

Adolescence may be conceptualized as a period of life that begins and ends with major developmental transitions: the transition from childhood to adolescence and the transition from adolescence to young adulthood. This study focused on the nature of change in early adolescence and the relationship of that change to adjustment or problem behavior 4 years later. School achievement, self-image, and problem behavior were assessed for 254 adolescents who participated in a longitudinal study conducted when they were in grades six through eight. Respondents (N=154) were followed up 4 years later when they were in their last year of high school. The results revealed that achievement patterns in early adolescence significantly predicted 12th grade achievement. The developmental pattern of school achievement in early adolescence appeared to be more important than actual achievement level, at one point in time. The early adolescent achievement patterns, and achievement levels, were modestly related to self-image, both concurrently and longitudinally. Conventional problem behavior in 12th grade was unrelated to achievement or to self-image, either in early adolescence or concurrently at 12th grade. The results suggest that patterns of change during early adolescence in important behaviors such as school achievement have enduring relationships to subsequent behavior. (NB)

ED 293 108 CS 009 114

Levine, Daniel U.

Homework and Reading Achievement in NAEP Data on Thirteen-Year-Olds.

PUB DATE- Apr 88
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Influence; *Data Interpretation; *Homework; Parent Influence; *Reading Achievement; *Reading Improvement; *Reading Research; Secondary Education
IDENTIFIERS- National Assessment of Educational Progress

In order to assess relationships and problems in drawing conclusions regarding productive school practices, a study analyzed the 1984 National Assessment of Educational Progress (NAEP) data on homework and reading achievement among 13-year-olds. A previous study (Lange, 1987) examining the NAEP data set concluded that the number of hours spent on homework is significantly and positively related to reading achievement, and the NAEP's publication, "The Reading Report Card," portrays an overall positive relationship between homework and achievement. However, a series of cross-tabulations, taking into account type of community and level of parental education, revealed that the relationship between amount of homework and reading achievement was not consistent, but varied with type of community and parental education. The absence of a consistent relationship between homework and reading achievement is even more apparent when one conducts cross-tabulations taking into account type of community and percent of minority students in schools attended. In sum, cross-sectional data such as those collected by the NAEP are not likely to reflect sophisticated efforts to improve the effectiveness of homework, and analyses of such data frequently fail to consider other related variables that may affect or mediate relationships between homework and achievement. (Four tables and an excerpt from the NAEP's "The Reading Report Card" are attached.) (ARH)

ED 293 152 CS 211 147

Wildeman, James
Defining Audience Negatively: One Way That Writers Keep Readers from Their Texts.
PUB DATE- Mar 88
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audiences; Higher Education; Reader Text Relationship; *Rhetoric; *Writing (Composition); Writing Instruction
IDENTIFIERS- *Audience Awareness; Author Reader Relationship; Discourse Aims; Writing Contexts

In defining an audience, writers make guesses about the mutual knowledge shared between writer and readers, and thus send cues to readers that exclude them from the audience for a specific discourse. Often writers assume that readers possess more knowledge than they actually do, and so make it impossible for readers to function within the world of the discourse. This phenomenon is most obvious in government and legal documents, and can border on the criminal, because needy people are denied full access to government services and to the courts because of a lack of understanding of the discourse. Yet it is not only disadvantaged or poorly-educated readers who are excluded from writings. Text inaccessibility seems to be part of a wider trend, affecting all sectors of our society, including the scholarly and professional communities. As a consequence of incomprehensible texts, more and more decision-making is relegated to experts. Teachers of writing must make students aware that there are many potential audiences for almost any piece of writing, and the way in which they exploit mutual knowledge will determine which readers will be brought into their texts and which readers will be excluded. One suggested way to do this is to have students write the "same essay" for more than one audience. (ARH)

ED 293 166   CS 506 088

Mader, Thomas F.; Mader, Diane C.

The Language of Critical Thinking: Logical Exercises and Legal Cases for Use in the Speech Communication Classroom.

PUB DATE- Apr 88
NOTE- 26p.; Paper presented at the Annual Meeting of the Eastern Communication Association (79th, Baltimore, MD, April 27-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; *Critical Thinking; Higher Education; Language Role; *Persuasive Discourse; *Problem Solving; Skill Development; Speech Communication; Speech Instruction; Teaching Methods
IDENTIFIERS- Thinking Skills

Addressing two recurrent concerns in educational debate--how a discipline can contribute to students' analytical and critical thinking, and how to improve students' ability to express themselves orally and in writing--the Language of Critical Thinking course is designed to strengthen critical thinking skills by using a legal case study approach. This method allows students to concentrate on the analysis of issues, on the development, evaluation, and organization of arguments, and on perfecting a clear and effective style. Based on Robert Ennis' definition of critical thinking as "reasonable reflective thinking that is focused on deciding what to believe or do," this course identifies the basic areas of critical thinking ability as clarity, basis, inference, and action. The course begins with a series of logical exercises which lead to conclusions requiring demonstration rather than argument. After these exercises students are given cases for analysis, in which they analyze a situation and seek alternatives; these are followed by cases for advocacy, in which students must take a side. The course aims to help students learn that the audience's acceptance of an argument's premises is the most important criterion for the effectiveness of argument, and that orderliness makes comprehension possible. (Seventeen footnotes are included in the text, and eight logical exercises are appended.) (MM)

ED 293 180   CS 506 105

Rodriguez, Maria
Do Blacks and Hispanics Evaluate Assertive Male and Female Characters Differently?
PUB DATE- Apr 88
NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Communication Association (79th, Baltimore, MD, April 27-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assertiveness; *Blacks; Communication Research; Cultural Differences; *Ethnic Studies; *Hispanic Americans; Language Usage; Public Speaking; *Racial Attitudes; Sex Bias; *Sex Stereotypes
IDENTIFIERS- *Communication Styles

In light of cultural stereotypes in which Black women function as strong heads of households while Hispanic women serve as obedient wives, a study examined whether Black and Hispanic subjects evaluated assertive speech differently when attributed to a male or female speaker. Subjects, 75 Blacks and 100 Hispanics, all undergraduate students enrolled in speech courses at a public urban college, received one of two versions of a script in which a group of students is meeting to elect a spokesperson in response to a proposed tuition increase. In one half of the scripts a female first name was assigned to the assertive candidate and a male name to the nonassertive candidate, while in the remaining scripts these identifications were reversed. Subjects rated the speakers on 28 word pairs. Ratings of 7 were given to terms such as "courteous" and "strong," while ratings of 1 were given to terms such as "passive" and "nonassertive." Results showed that cultural sexual stereotypes appear to affect rater judgments. Black subjects evaluated the female characters, regardless of linguistic style, in more "positive" terms, while Hispanic subjects tended to perceive the male characters as more "positive." (Twelve references are attached and two tables are appended.) (ARH)

ED 293 248 EC 202 097

Jenkins, Joseph R.; And Others
Exploring the Validity of a Unified Learning Program for Remedial and Handicapped Students.
PUB DATE- 87
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Cognitive Style; Elementary Secondary Education; Eligibility; *Grouping (Instructional Purposes); Learning Disabilities; *Low Achievement; *Mild Disabilities; Participative Decision Making; Remedial Programs; *Special Education Teachers; Teacher Administrator Relationship
IDENTIFIERS- *Categorical Special Education; *Noncategorical Special Education

The instructional and political validity of current educational policy regarding categorical programs for low-achieving elementary school students are examined. The categorical organization of services for these students, characterized by a vast array of eligibility requirements, rules and regulations, and accounting systems, has resulted in a sense of fragmentation at many levels. Fragmentation of services takes two forms: (1) between basic education and special programs; and (2) among special programs. Only the latter is considered in the unified approach advocated in this paper, not the merging of regular and special programs. Attempts to reduce fragmentation bv unifying categorical programs must address certain issues in the realms of instructional and political validity. Of concern in instructional validity are questions about similarities and differences between learning disabled and remedial students in instructional levels, learning rates, and "learning styles." Data from two studies suggest that the similarities in instructional level and learning rates are greater than the differences. The political issues requiring resolution before implementing a unified system include protection and equitable distribution of resources, participation in decision making, and protection of jobs. Benefits of a unified system and issues that policymakers must address are discussed. (VW)

ED 293 262 EC 202 461

Ysseldyke, James E.; And Others
Instructional Tasks Used by Mentally Retarded, Learning Disabled, Emotionally Disturbed and Nonhandicapped Elementary Students. Research Report No. 2. Instructional Alternatives Project.
Minnesota Univ., Minneapolis.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jun 87
NOTE- 30p.; For related documents, see EC 202 460-463.
GRANT- G008430054
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Class Activities; Classroom Techniques; Comparative Analysis; Elementary Education; *Emotional Disturbances; Instructional Materials; *Learning Activities; *Learning Disabilities; Learning Modalities; Mainstreaming; Mild Disabilities; *Mild Mental Retardation; Resource Room Programs; Special Classes; Teacher Student Relationship; *Teaching Methods; *Time on Task

Observational data were collected on the instructional tasks used by 122 elementary students (30 learning-disabled, 32 emotionally/behaviorally disturbed, 30 educable mentally retarded, and 30 nonhandicapped). No differences between handicapped and nonhandicapped students were revealed in an analysis of time using each of eight specific tasks (readers, workbooks, worksheets, papers and pencils, listening to lecture, other media, teacher-student discussion, fetch/put away) and two task composites (teacher-directed tasks and paper-focused tasks). For those students who received instruction in both mainstream and special education settings, comparisons of the tasks used for different handicap categories revealed that a greater proportion of time was devoted to teacher tasks with emotionally/behaviorally disturbed students as compared to other categories of students. Significantly larger proportions of time were spent on paper tasks and significantly smaller proportions of time on fetch/put away tasks in the special education setting compared to the mainstream setting. In general, findings suggested that the same instructional tasks are being used with handicapped and nonhandicapped students, as well as with different types of handicapped students; and there are minimal differences in instructional tasks used across mainstream and special education settings for handicapped students. (Author/JDD)

ED 293 305 FL 017 281

Des Harnais, Gaston R., Ed.
Languages and Communication for World Business and the Professions. Proceedings of the Annual Conference (6th, Ann Arbor, Michigan, May 8-9, 1987).
Eastern Michigan Univ., Ypsilanti.
PUB DATE- May 87
NOTE- 1,073p.; Prepared under the auspices of the World College. For individual conference papers, see FL 017 282-344.
LANGUAGE- English
EDRS Price - MF08/PC43 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Business Administration Education; *Business Communication; Chinese; College Second Language Programs; Communication Skills; Cross Cultural Training; *Cultural Education; Culture Conflict; *Curriculum Development; English (Second Language); English for Special Purposes; Field Experience Programs; French; German; Higher Education; *International Trade; Interpreters; Japanese; *Languages for Special Purposes; Management Development; Oral Language; Second Language Instruction; Spanish; Translation; Uncommonly Taught Languages

Topics covered in papers presented at a conference on languages and communication for world business and the professions include: (1) trends and aspects of internationalizing the business curriculum; (2) internationalized programs in business, foreign language, and cultures; (3) internationalized courses in business, foreign languages, and cultures; (4) doing business around the world; (5) business and professional English for speakers of other languages; (6) business and professional French, German, Japanese, Chinese, and Spanish; (7) translation and interpretation; (8) the global economy and higher education's role; (9) building oral skills among business students and professionals; (10) culture shock; and (11) overcoming barriers to communication. Of the 78 papers included, eight contain abstracts only. (MSE)

ED 292 967 CE 049 894

Making the Commitment to Vocational Training. Vocational Development Task No. 1. Lifelong Learning Program Technical Report No. 1.
Appalachia Educational Lab., Charleston, W. Va.

PUB DATE- 7 Jul 83
NOTE- 237p.; For related documents, see CE 049 890-895. Portions of appendices are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Development; *Adult Students; *Adult Vocational Education; *Decision Making; Educational Research; *Occupational Aspiration; Postsecondary Education; *Student Attitudes; *Student Motivation

This document presents research findings for the first task in the Appalachian Educational Laboratory's Lifelong Learning Program which addresses the adult vocational development process--making the commitment to vocational training. Its focus is the second phase of the research, the phase of problem investigation. Section 1 summarizes procedures and describes development of the two interview guides used in the study (one for enrolled adults and one for students who dropped out after beginning the admissions process), and the interviewer selection and training process. The target group identification and sample selection are then discussed, as well as the field work procedures and data analysis. Section 2 presents results of the interviews with 29 enrolled adults and 13 nonenrolled adults at two research sites. Information provided by males and females and enrollees and nonenrollees are presented separately. Findings are presented by the interview topics covered, including reasons for applying to school, the decision-making process, barriers, people affected by adults' return to school, and educational and vocational plans. Section 3 summarizes those factors perceived by adults in the sample as either facilitating or impeding their commitment to enter vocational training. These factors consist of the personal, situational, or institutional characteristics mentioned by the adults as being related to making the decision as to whether or not to return to school. The final section describes the prioritizing, categorizing, and collapsing of the impeding and facilitating factors generated in the interviews. (Instruments and additional findings are appended.) (YLB)

ED 292 979 CE 049 908

Sheets, Robert; And Others
Who Will Train and Educate Tomorrow's Workers? The Financing of Non-College-Bound Young Workers' Recurrent Education.
William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Mar 88
NOTE- 52p.; A product of Youth and America's Future. For other papers in this series, see CE 049 906-912 and CE 049 914.
AVAILABLE FROM- Institute for Educational Leadership, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036-5541 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Business Responsibility; Corporate Education; Educational Finance; Educational Policy; *Financial Support; Fringe Benefits; *Government Role; Lifelong Learning; *Noncollege Bound Students; Policy Formation; Postsecondary Education; *Public Policy; *Retraining; Student Financial Aid

The idea of developing a recurrent education system for noncollege-bound youth is not new. Yet, the issue has generally attracted little attention. In the United States, the general trend has been to direct resources toward providing wide access to a college education and underemphasizing education and training for noncollege-bound youth. If private employers would take up the slack in providing postsecondary training and education to noncollege-bound youth, the limited public role might not be a serious concern. Unfortunately, however, moderate- and low-skilled young workers receive little or no training from their employers. This in turn has a negative impact on the work force as a whole as well as America's ability to generate good jobs and workers' abilities to adapt to displacement. One obvious way of improving the situation is to make significant improvements in the education and training effectiveness of high schools. Of course, this is more easily said than done. More realistic and workable strategies include redirecting and extending private sector investment in training; establishing a government financing floor; encouraging multiple access and redundancy; and encouraging local initiative, flexibility, and control. Specific proposals for financing recurrent education through private financing approaches include developing worker savings plans and manipulating employee benefit programs. Public financing options include taking a national service, individual entitlement, and/or enrollment subsidy approach. (MN)

ED 293 006   CE 049 962

Skurnik, Larry
Job Analysis of the Professional Requirements of the Certified Financial Planner.
College for Financial Planning, Denver, CO.
PUB DATE- Dec 87
NOTE- 213p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Core Curriculum; *Educational Needs; *Employment Qualifications; Estate Planning; *Finance Occupations; *Financial Services; *Investment; Job Analysis; Job Performance; Job Skills; *Money Management; Occupational Information
IDENTIFIERS- *Certified Financial Planners

A study examined the job functions of certified financial planners, the areas of knowledge needed by new financial planners, the links between these knowledge areas and the job functions of financial planners, and the validity of the examinations currently used by the College of Financial Planning to certify financial planners. A multimethod approach, consisting of a literature search, interviews with certified financial planners, and input from advisory committees, was used to develop the survey instrument. A random sample of 1,815 financial planners was asked to rate the importance of 51 job tasks (reduced to an 11-factor job structure related to marketing financial planning services, interviewing clients, explaining financial planning issues and concepts, analyzing client circumstances, developing comprehensive financial plans, implementing and monitoring financial products, monitoring financial plans, complying with requirements, managing a planning practice, and consulting with other professionals) and 99 knowledge areas listed under six headings: risk management and general, investment, tax, retirement, and estate planning. Of the 1,815 surveys mailed out, 621 were completed and returned; 566 (91 percent) of the returned survey forms were used. With the exception of marketing and managing a financial planning practice, all of the job task components were considered crucial to the job performance of a certified financial planner. Ninety-eight of the 99 knowledge areas were also rated as crucial. (References, the survey instruments and statistical breakdowns of the data collected are appended.) (MN)

ED 293 094 CS 009 095

Understanding the Stages of a Child's Reading Development. Focused Access To Selected Topics (FAST) Bibliography No. 3.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- RCS-FAST-BIB-3
PUB DATE- 88
NOTE- 4p.; For the Reprint Bibliography, see CS 009 093.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Basal Reading; Beginning Reading; *Bibliographies; Elementary Education; *Parent Child Relationship; Parent Participation; *Parent Role; Parent Student Relationship; Parent Teacher Cooperation; Primary Education; Reading Aloud to Others; *Reading Improvement; *Reading Skills; Student School Relationship
IDENTIFIERS- Reading Management; Reading Motivation

A selection from the many citations of material in the ERIC/RCS Reprint Bibliography entitled "Helping Parents Understand the Stages of Their Child's Reading Development," this FAST (Focused Access to Selected Topics) annotated bibliography can serve as a guide and beginning point for parents who want to become better informed about any or all of the phases of their child's reading development. The bibliography is divided into three sections: (1) the preschool phase (10 citations); (2) the beginning reading stage (3 citations); and (3) the developing reading stage reading stage (3 citations); and (3) the developing reading stage (11 citations). (JK)

ED 293 122 CS 211 110

Larson, Sarah L.
How To Start a Freshman Writing Magazine and Why.
PUB DATE- Apr 88
NOTE- 58p.; Paper presented at the Annual Meeting of the College English Association (New Orleans, LA, April 14-16, 1988) and at the National Council of Teachers of English Southeast Regional Conference (Biloxi, MS, April 16-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Creative Writing; English Curriculum; English Departments; English Teacher Education; *Freshman Composition; Higher Education; *Student Evaluation; *Student Publications; *Writing for Publication; *Writing Improvement; Writing Skills
IDENTIFIERS- DeKalb Community College GA

Experience using a freshman writing magazine in basic Rhetoric classes at other colleges prompted the creation of a similar one at DeKalb College in Georgia. Building a coalition of supportive colleagues; composing a statement of purpose; and sending letters with the pertinent information to freshmen writers, colleagues, and high school English teachers, were all factors in the unanimous adoption of the idea. Students, teachers, and administrators realized many benefits from starting a freshman composition magazine. Advantages for the students included: (1) the opportunity to see in print models of the types of themes they were being assigned; (2) the development of better communication between student and teacher concerning the assigned essay; (3) the greater accessibility of information to help overcome barriers in their academic careers such as the essay components in the two required exit exams; (4) the promotion of more lively class sessions for debate on the freshman themes; (5) the chance to see their work published; and (6) the facilitation of quality peer interaction. Rewards for teachers were the fostering of better communication between faculty members, building of morale, and improvement in student writing. Administrators have used the publication as a recruiting device and have found that it gave the college status. Besides these benefits, and because of its self-supporting nature, the freshman writing magazine is receptive to changes in the curriculum and to the changing needs of students. (Fourteen figures are included and 20 references are appended.) (MS)

ED 293 194 EA 019 782

Johnston, Bill J.; Holliday, James R.
Evaluating School Principal Performance: The North Carolina Quality Assurance Program for Administrators.
PUB DATE- Nov 87
NOTE- 24p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Gatlinburg, TN, November 9, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Evaluation; *Administrator Role; Educational Change; Elementary Secondary Education; *Evaluation Methods; *Job Performance; *School Administration
IDENTIFIERS- *North Carolina

The North Carolina Principal's Performance Appraisal Instrument is one attempt to extend evaluation from teachers to administrators. This report describes the proposed instrument, summarizes its development, and critiques its underlying logic. The appraisal instrument has several methodological limitations or omissions, including (1) insufficient evidence that specified competencies are necessary and sufficient to produce desired outcomes; (2) neglect of interactive effects between role competencies and role positions; (3) failure to specify contextual factors likely to affect role performance; (4) inherent contradictions involved in evaluating functions and competencies using the same analytic strategies; and (5) conceptual confusion regarding presumptions of superior performance based on evaluating minimal competencies. These deficiencies may be attributed to conceptualizations of schools as simple technical systems and principals as managers. Consistent with a technical rationality premise, the North Carolina instrument attempts to evaluate performance in 12 administrative functions and 69 competencies. Weaknesses of this approach include assumptions that the identified functions/role competencies exist as discrete entities, neglect of specification issues, and disregard of social and situational factors affecting administrative activity. Obviously, a more integrated, sociologically grounded conceptualization of administration is needed. Administrator evaluation should be viewed fundamentally as an analytical rather than a technical activity. Included are an appendix outlining the appraisal instrument and 20 references. (MLH)

ED 293 222 EA 019 975

Nation, Carol
Managing Crises.
National Association of Elementary School Principals, Alexandria, VA.

PUB DATE- Jan 88
NOTE- 8p.
AVAILABLE FROM- Publications, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($2.50; quantity discounts; Virginia residents add 4.5% sales tax).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; Child Abuse; *Child Advocacy; *Crisis Intervention; Day Care Centers; Depression (Psychology); *Disadvantaged Youth; Drug Abuse; Economically Disadvantaged; Elementary Education; *Emergency Programs; Family Problems; Latchkey Children; One Parent Family; *School Responsibility; Self Destructive Behavior; Sexual Abuse; Suicide

Many school systems have started to go beyond programs focused on suicide prevention or drug abuse to encompass all types of school crises. School districts and individual schools across tha nation are formulating crisis management plans and in some states they have become mandatory. Basic procedures drawn from plans adopted by schools include the following: (1) designate in advance the person and a substitute who will be in charge if a crisis occurs; (2) identify a potential crisis management team; (3) maintain a regularly updated record of persons and organizations that are to be contacted immediately; (4) designate a space that will become the crisis management team's headquarters; (5) at regular intervals review the overall plan; (6) arrange for staff inservice training; (7) assign a recordkeeper; and (8) designate a person to provide information to the media. Review the plan with the school staff and with parents, sharing with them the responsibility for developing the best possible strategies. As experience has painfully demonstrated, no school is immune to crisis and calamity. (MLF)

ED 293 236 EC 202 085

Murphy, Harry J.; Loving, Steven D.
Postsecondary Educational Support Services for the 21st Century.

PUB DATE- 16 Nov 87
NOTE- 8p.; Paper presented at the Council for Exceptional Children's Topical Conference on the Future of Special Education (Orlando, FL, November 15-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accessibility (for Disabled); Art Activities; *Assistive Devices (for Disabled); *Computer Uses in Education; Conferences; *Cultural Activities; *Disabilities; Dramatics; Educational Technology; Financial Support; Fund Raising; Higher Education; Inservice Education; Learning Disabilities; Marketing; Physical Mobility; Policy Formation; Postsecondary Education; *Technological Advancement
IDENTIFIERS- *California State University Northridge; National Aeronautics and Space Administration

In the future, postsecondary institutions must respond in nontraditional ways to disabled students' needs for physical accessibility to campus facilities and cultural accessibility to campus activities, both social and academic. The development of innovative services will require an entrepreneurial approach and should look upon the provision of disabled student services from a "marketing" point of view. California State University, Northridge, has added a number of nonmandated activities to its Office of Disabled Student Services which are products of a marketing approach model and are supported by outside funding: (1) a computer access lab; (2) a theater group; (3) a student leadership group; (4) conferences on the arts, computer technology, and learning disabilities; (5) a learning disabled program; and (6) a National Aeronautics and Space Administration grant to promote hiring of qualified disabled "high-tech" graduates. Administrators seeking to follow the marketing approach will find several elements crucial to their success. They will have to cultivate funding sources to obtain necessary resources, tap the tremendous potential of technological advances, expand staff training opportunities, and develop administrative policies to accommodate the entrepreneurial approach. (VW)

ED 293 276 EC 202 475

Appell, Louise S.; Kramer, Marjorie Kohn
An Enriching Experience.
Macro Systems, Inc., Silver Spring, Md.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 87
NOTE- 53p.; Photographs may not reproduce clearly. For related document, see EC 202 476.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Art Activities; *Community Programs; Demonstration Programs; *Disabilities; *Normalization (Handicapped); Organizations (Groups); Transitional Programs; Young Adults
IDENTIFIERS- Arts for Transition

Intended to assist community groups in implementing similar projects, this illustrated booklet describes "Arts for Transition" which is a structured, sequenced program designed to use recreational arts groups and activities as a vehicle for developing the social and independent living skills of disabled youth in transition from the world of school and family to the larger community. The first section describes the roles of the host agency, the target group of disabled young people, family involvement, and role of volunteers and community arts organizations. The next section looks at program development including planning, recruiting, and training. The program model is then detailed in terms of its three stages: awareness (an orientation meeting for participants and families); exploration (workshops in various art activities are offered); and integration (participants become more involved with a community arts organization). The addresses of 47 national arts organizations and a bibliography are included. (DB)

ED 293 290 EC 202 489

Campbell, Shirley
COME PLAY WITH ME! Handmade Toys for Infants. First Years Together. Project Enlightenment.
Wake County Public School System, Raleigh, N.C.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 86
NOTE- 106p.; For related documents, see EC 202 488-497.
AVAILABLE FROM- Project Enlightenment, 501 S. Boylan Ave., Raleigh, NC 27603 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Developmental Disabilities; *Infant Behavior; *Parent Participation; *Play; Premature Infants; Preschool Education; *Skill Development; *Toys

This book describes 21 toys that were designed to stimulate development in low birthweight babies, ages 0-3, and can be made from basic materials found in the home. Step-by-step instructions are given for each toy along with a list of necessary supplies. Illustrations and/or patterns are provided as needed. Each entry includes suggestions for using the toy and a list of the specific skills it is intended to enhance. An appropriate age span is also indicated for each toy, although the ages may need to be adjusted for premature infants. (VW)

ED 293 321 FL 017 297

Badaracco, Claire M.
Communication in Globalized Markets: An Interdisciplinary Teaching Approach.
PUB DATE- May 87
NOTE- 9p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; *Education Work Relationship; Futures (of Society); Global Approach; Higher Education; *Intercultural Communication; *Interdisciplinary Approach; *International Trade; Languages for Special Purposes; North Americans
IDENTIFIERS- Japanese People; *Marquette University WI

Futurists have predicted that in a globalized information economy, America's principal products will be education, publishing, the media, communications, management and administration, research and development, finance and insurance, and much of the work of the government. If this is so, academe will need to incorporate the realities of this globalized information economy into its structure, substance, and rationale. It must develop both a greater interdisciplinary capability and a willingness to integrate the workings of business and industry into the academy. An experimental seminar on the media and business, taught in Marquette University's College of Journalism (Wisconsin), took a cultural approach to studying corporate communication patterns by focusing on stereotypical views of business promoted by the media and vice versa, and the role of government in this relationship. This approach also allowed examination of American management as an industry in itself, one which can be viewed from an interdisciplinary viewpoint. The American corporation is well ahead of American academe in recognizing and planning for the information needs of the future, and must prepare itself, as management has, for rapid change. Looking at relationships within other cultures will be a crucial factor in success. (MSE)

ED 293 337 FL 017 313

Bousquet, Gilles
Capitalizing on the Entrepreneurial Dream in Business French.
PUB DATE- May 87
NOTE- 22p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Business Communication; *Course Content; Curriculum Development; *Entrepreneurship; *French; Higher Education; *Languages for Special Purposes; Role Playing; Second Language Instruction; *Simulation

A unit in business French in which students create a fictional company is outlined and discussed. In the five- or six-session unit, students follow a series of steps in establishing an enterprise, discuss various aspects of their emerging company, make legal and practical decisions, and reflect on the company's economic environment and long-term strategy. The unit creates intense and enthusiastic role-playing, uses special terminology, and addresses key concepts of French business. Students put aspects of commercial into practice, think of business in a more comprehensive sense, and consider several sides of a business operation, including capital investment, commercial strategy, company organization, and management of human resources. The approach is illustrated with a sample case in which a young American starts a sports clothing and equipment venture in France. (MSE)

ED 292 953 CE 049 575

Mertz, Norma T.; And Others
Why Women Aren't Mentored.
PUB DATE- Nov 87
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Portland, OR, November 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adults; Career Development; Educational Research; *Employed Women; Females; *Mentors; Minority Groups; Occupational Mobility; *Professional Development; *Promotion (Occupational); *Sex Differences; *Sex Discrimination

Project Mentor examined mentoring for career advancement to answer questions about the mentoring of women and minorities. Twenty chief executive officers and high-level administrators were selected as mentors. Mentors chose a person in their organization whom they perceived as having potential to advance to top levels of management to mentor self-consciously. Anecdotal reports were collected from mentors and mentees and indepth interviews were conducted with mentors before or at the beginning of the mentoring experience and after it was officially over. Mentees were also interviewed after the experience. Data suggested four critical factors, above and beyond competence and potential, that mentors use, knowingly and unknowingly, in selecting potential mentees: fit, risk, predictability, and payoff. The research suggested that use of these factors in screening potential mentees helps explain why women may receive less mentoring and have a harder time attracting mentors. Women tended to get lower scores in fit, predictability, and payoff than similarly able and qualified men and higher scores in risk, which is more likely to put their total scores outside the mentor's "comfort zone." A construct of how mentoring works and the components of the construct emerged from the research. Further tests of its validity were seen as necessary. (YLB)

ED 292 993 CE 049 934

Redmann, Donna H.

Job-Related Basic Math Skills: An Analysis of Employees and Employers/Supervisors' Perception of Needed Math Skills for Office Occupations.

PUB DATE- 5 Apr 88
NOTE- 106p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; Curriculum Development; Educational Needs; *Education Work Relationship; *Employee Attitudes; *Employer Attitudes; Mathematics Instruction; *Mathematics Skills; *Office Occupations; Office Occupations Education; Postsecondary Education; *Relevance (Education); Secondary Education
IDENTIFIERS- *Business Mathematics; Louisiana

Phase I of a study was conducted to identify the basic mathematics competencies needed for job success in office occupations (14 job clusters). It also sought to determine the differences between employees' and employer/supervisors' perceptions of the degree of importance of mathematics skills for office occupations. Following a review of literature, a preliminary list of business and office mathematics skills was submitted to an advisory committee of business teachers, field tested, and refined into a questionnaire that contained a list of 36 basic mathematics skills and 30 mathematics-related business skills. Survey forms were created and sent to 1,652 employees and 288 employer/supervisors at 58 businesses in Louisiana, with responses returned by 854 employees and 171 employer/supervisors. Tables were prepared showing ratings of mathematics skills by each of the respondent groups and by businesses by size. The most important skills cited by all respondents were adding/subtracting whole numbers, using 10-key adding machine or calculator, multiplying/dividing whole numbers, and using computer terminals for data entry and output. In only three categories (bank teller, bookkeeping/accounting clerk, and secretary) was there significant disagreement between employees and employers, according to a chi-square analysis. Most of the employees were satisfied with their mathematics preparation in school. The findings from the study were used as the basis for the development of a curriculum guide for Louisiana. (KC)

ED 293 035 CG 020 683

Medicare: Catastrophic Illness Insurance. Briefing Report to the Chairman, Special Committee on Aging, U.S. Senate.

General Accounting Office, Washington, DC. Program Evaluation and Methodology Div.

REPORT NO.- GAO/PEMD-87-21BR
PUB DATE- Jul 87
NOTE- 65p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; 6 or more, $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; *Federal Legislation; *Health Care Costs; *Health Insurance; *Health Needs
IDENTIFIERS- *Catastrophic Health Insurance; *Medicare

In response to a request by Senator John Melcher of the United States Senate Special Committee on Aging, the General Accounting Office (GAO) reviewed legislative proposals designed to protect Medicare enrollees from the financial hardships that often accompany catastrophic illness. The GAO originally examined six legislative proposals introduced into the first session of the 100th Congress, then eventually focused on H.R. 2470 and S. 1127, two bills expected to form the basic structure for the Medicare coverage that the full Congress will consider. The GAO also looked at the aspects of long-term care in S. 454. Following the review, the GAO concluded that H.R. 2470 and S. 1127 would add to the benefits available to the elderly, but that some of the elderly would still be at risk for substantial out-of-pocket health care expenses, especially for long-term care, even if the bills are enacted. This report contains: (1) a statement of the GAO objectives, scope, and methodology used in the review; (2) a review and comparison of H.R. 2470 and S. 1127 against the current Medicare program with respect to benefits to enrollees, their costs, and the program's financing mechanisms; (3) a discussion of important issues that may still need attention; and (4) a synthesis of the lessons learned from the operation of state-financed insurance programs for catastrophic illness that the Congress might consider in the development of a federal program. Fifteen tables are included. (NB)

ED 293 050 CG 020 698

Webber, May A.; Shulman, Ernest

Personal Autonomy and Rational Suicide.

PUB DATE- May 87
NOTE- 12p.; Paper presented at the Annual Convention of the American Association of Suicidology/International Association for Suicide Prevention (20th, San Francisco, CA, May 25-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; *Ethics; *Moral Values; *Personal Autonomy; Philosophy; *Suicide
IDENTIFIERS- *Rational Decision Making

That certain suicides (which can be designated as rational) ought not to be interfered with is closely tied to the notion of the "right to autonomy." Specifically it is because the individual in question has this right that interference is prohibited. A proper understanding of the right to autonomy, while essential to understanding why suicide is not always to be prevented, also serves to elucidate further the notion of rational suicide itself. Second-level autonomies, including free action, authenticity, effective deliberation, and reflection on moral values, determine the extent of first-level autonomy. A free act is intentional and voluntary. Authenticity involves consistency of action with values, interests, attitudes, disposition, and metaphysical worldview. Effective deliberation involves the weighing of alternatives and their consequences, followed by decision. Moral reflection involves choice of values. When the above criteria are satisfied, a person is autonomous and his suicide, if it should occur, is rational. (Author/ABL)

ED 293 065 CG 020 713

Schaie, K. Warner; Willis, Sherry L.
Generational and Age Differences in Adult Personality: Cross-Sectional and Longitudinal Analyses.
PUB DATE- Jul 87
NOTE- 34p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (9th, Tokyo, Japan, July 12-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Age Differences; *Aging (Individuals); *Cohort Analysis; Cross Sectional Studies; Longitudinal Studies; *Personality Traits

Much attention has been given to generational differences in level and rate of age changes in the study of adult behavioral development. Much less work has been done on generational differences in personality development. This study examined cross-sectional and longitudinal data from the Test of Behavioral Rigidity administered to more than 3,000 subjects over the age range from 22 to 84 years. Data were analyzed from the behavioral flexibility, attitudinal flexibility, and social responsibility questionnaire scales, as well as from performance score measures indexing associational flexibility, instructional set flexibility, copying speed, and associational speed. Data on these scales were obtained for five samples examined 7 years apart (1956, 1963, 1970, 1977, and 1984). Within cohort data are available over 7, 14, 21, and 28 years respectively, allowing direct longitudinal estimates. These data permit analyses of cohort differences and rate of change within cohort over as long as 28 years. Results of the analyses confirm the presence of substantial generational differences, with generally only limited change over time within cohorts. The data suggest that there has been a substantial positive development toward more flexible personality styles, behaviors, and attitudes in successive generations over the past 70 years. (Three data tables and four figures are included.) (Author/NB)

ED 293 080 CG 020 728

Hurst, Hunter, Ed.; And Others
Today's Delinquent. Volumes 1 and 2.
National Center for Juvenile Justice, Pittsburgh, Pa.
REPORT NO.- ISBN-0-910099-04-9; ISBN-0-910099-05-7
PUB DATE- 83
NOTE- 144p.; For Volumes 3-5, see CG 020 729-731.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; *Crime; Criminals; *Delinquency; Rural Urban Differences; Social Problems; *Youth Problems

This document contains the first two volumes of "Today's Delinquent," an annual publication of the National Center for Juvenile Justice. The primary focus of both volumes is serious crime by juveniles. Articles in volume one include: (1) "Violent Juvenile Crime: The Problem in Perspective" (Howard N. Snyder); (2) "Canon to the Left, Canon to the Right: Can the Juvenile Court Survive?" (John L. Hutzler); (3) "Juvenile Delinquency Research: Truths, Myths and Hopes" (Richard J. Gable); and (4) "Issues for Resolution in the Eighties: Family Courts and Retribution" (Hunter Hurst). Much of the content for volume two was drawn from a research symposium on the serious juvenile offender. Volume two includes "What To Do about Serious Delinquency: Do Good? Do Bad? Do Nothing?" (Richard J. Gable and Patricia C. McFall), a review of significant research studies on serious juvenile crime. Also included is the article "City Delinquents and Their Country Cousins: A Description of Juvenile Delinquency in Metropolitan and Nonmetropolitan Areas" (Howard N. Snyder and Ellen H. Nimick) which identifies the volume of serious crime that can be attributed to youth from official records and contrasts between urban and rural communities. (NB)

ED 293 138 CS 211 130

Covino, William A.
The Art of Wondering: A Revisionist Return to the History of Rhetoric.
REPORT NO.- ISBN-0-86709-193-2
PUB DATE- 88
NOTE- 141p.
AVAILABLE FROM- Boynton/Cook Publishers, 70 Court St., Portsmouth, NH 03801 ($12.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classical Literature; Critical Reading; Epistemology; Literary Criticism; Literary History; Nineteenth Century Literature; Philosophy; *Rhetoric; *Rhetorical Criticism; Rhetorical Invention
IDENTIFIERS- Aristotle; Burke (Kenneth); Byron (Lord George Gordon); Cicero; Classical Rhetoric; DeQuincey (Thomas); Derrida (Jacques); Feyerabend (Paul); Geertz (Clifford); *Historical Rhetoric; Hume (David); Montaigne (Michel Eyquem de); Plato of Athens; Revisionism; *Rhetorical Theory; Vico (Giambattista)

Reacting to the tradition which has reduced rhetorics to summaries of rules and principles, this book presupposes that Plato's "Phaedrus," Aristotle's "Rhetoric," and Cicero's "De Oratore" cannot be reduced to summary information or pedagogical advice. The book considers that these works, on the contrary, along with later renegade theories of rhetoric, identify rhetoric with inconclusiveness and ambiguity. Divided into three chapters and an afterword, the book begins with a discussion of the major figures of classical rhetoric--Plato, Aristotle, and Cicero--asserting that they define and demonstrate rhetoric as the elaboration of ambiguity. The second chapter examines the rhetorics of Michel de Montaigne, Giambattista Vico, and David Hume, noting that although they had only slight influence in the history of rhetoric, they continued the spirit of questing and ambiguity by resisting a positivistic epistemology that exalted knowledge-as-information. Finally, the third chapter discusses Hugh Blair's theory of reading and the most radical and controversial 19th century challenges to his "plain style" prescriptions--George Byron's "Don Juan" and Thomas DeQuincey's essays on rhetoric and style. The afterword considers the modern critical theories of Kenneth Burke, Clifford Geertz, Paul Feyerabend, and Jacques Derrida, and presents some general propositions, or "lessons of history," for teachers of rhetoric. (Four pages of notes and 104 references are appended.) (MM)

ED 293 209 EA 019 951

Protheroe, Nancy
Teachers: Opinions and Status, 1987. ERS Educator Opinion Poll.
Educational Research Service, Arlington, Va.
PUB DATE- 87
NOTE- 64p.
AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 2000 Clarendon Blvd., Arlington, VA 22201 (Stock No. 227-00010; $26.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Class Size; Differentiated Staffs; Educational Practices; Elementary Secondary Education; Merit Pay; National Surveys; Public Schools; Student Characteristics; Tables (Data); *Teacher Attitudes; Teacher Characteristics; *Teacher Morale; *Teacher Salaries; Teacher Student Ratio; *Teaching (Occupation); *Teaching Conditions

Summarized in this report are the responses of the 1,222 public school teachers who participated in the 1987 Educator Opinion Poll (43 percent of the national sample). The survey instrument included both questions eliciting the opinions of teachers and questions about their status and experiences. Opinion questions covered such topics as the lead teacher concept, source and quality of assistance received in improving teaching skills, and the effects of recent court decisions concerning textbook content and treatment of religious values. The status and experience questions covered such topics as current class size, number of years teaching experience, annual salary, eligibility for merit pay, level of education, professional affiliations, and length of contract year. In addition, items such as those concerning the level of student mastery of material, degree of student preparation for required work, and quality of textbooks and other instructional materials provided in schools were included to develop a profile of the schools and their students. Tables summarize the data for all respondents and for the following subgroups: teaching grade level; career teachers/undecided teachers; sex; and age. (MLF)

ED 293 306 FL 017 282

Smith, Robert

Acceptance in the Academy for Business-Foreign Language Courses in the College or University Curriculum.

PUB DATE- May 87
NOTE- 10p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiolingual Skills; *Business Administration Education; *Business Communication; College Second Language Programs; *Curriculum Development; Educational Objectives; Higher Education; *Languages for Special Purposes; Liberal Arts
IDENTIFIERS- *Illinois College

Problems encountered by one small liberal arts college foreign language department in gaining and maintaining academic acceptance and support for business/foreign language courses are discussed. The initial challenge was to persuade the administration of the suitability of specialized business courses in a subject field (languages) viewed largely as a service area, at least in the lower level courses. The response offered was fivefold: (1) the language

needs of graduates entering the business world are oral/aural as contrasted with the written language needs of the natural and social sciences; (2) the international business person needs more thorough cultural orientation; (3) international competition for business requires that graduates have better skills to deal with the interaction of language and cultures in their careers; (4) individuals' aural/oral skills must be of high quality to obtain employment; and (5) the audience for such courses in the college was found to be large. Other aspects of the program include constant monitoring of the international trade situation and upgrading of the curriculum, use of community resources, maintaining a balance between specific business applications of language and general proficiency, ongoing program evaluation and interdepartmental communication, and feedback from graduates and employers. It is noted that support and cooperation from the business department have been crucial to program success. (MSE)

ED 293 021 CG 020 669

Petersen, Anne C.; And Others
Who Expresses Depressive Affect in Adolescence?
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 3 Jun 87
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
GRANT- NIMH-MH-30252/38142
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; *Adolescents; *Affective Behavior; *Depression (Psychology); Elementary Secondary Education; Followup Studies; High School Seniors; Longitudinal Studies; *Self Concept; *Sex Differences

Statistics suggest that the incidence of depression and suicide increase over the course of adolescence. Other research suggests that many indicators of well-being increase over the course of adolescence as well. This study investigated affective development during adolescence and examined the relationship of gender, normative developmental changes in early adolescence, and parental relationships to affective development patterns. Subjects were 254 sixth graders who participated in a longitudinal study through eighth grade. A subsample of students were involved in a follow-up study in their senior year of high school. Depressive affect was measured in several ways throughout the years of the research. The results revealed that, in early adolescence, there were usually no significant sex differences in self-image or depression. By grade 12 however, boys reported more positive feelings than did girls. High associations were found among several measures of depression and well-being in the last year of high school. Girls were much more likely than boys to report depressed mood by grade 12, suggesting that gender becomes a more potent organizer of depressed mood over adolescence. Regardless of gender, subjects who were distressed throughout early adolescence were much more likely to report poorer self-images by grade 12. This finding suggests that poor mood in early adolescence is not transient but rather quite predictive of later depressive mood. (NB)

ED 293 109 CS 009 115

Fishman, Andrea
Amish Literacy: What and How It Means.
REPORT NO.- ISBN-0-435-08455-0
PUB DATE- 88
NOTE- 225p.
AVAILABLE FROM- Heinemann Educational Books, Inc., 70 Court Street, Portsmouth, NH 03801 ($18.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cross Cultural Studies; Cultural Context; Ethnic Groups; *Ethnography; Ethnology; Folk Culture; Literacy; *Literacy Education; Naturalistic Observation; Nonformal Education; Personal Narratives; Reading Research
IDENTIFIERS- *Amish (Old Order); Cultural Relativism; Cultural Values; Culture Based Education; Culture Transmission

Using a descriptive personal narrative that marks ethnographic research, this book looks at literacy education in the Amish culture and considers the implications that this perspective reveals for mainstream education. Divided into 12 chapters, the book chronicles the life of an Amish family, the Fishers, focusing specifically on the attitudes toward literacy which are reflected in their relationship with the Old Order school and the Amish community. The first chapter, "The Beginnings," traces the early history of the author's relationship with the Fishers and the start of this study. Through anecdotes and personal observations, the next three chapters--"The Family at Home"; "The Family and Their Communities"; and "The Family and the School"--describe the various aspects of Amish life contributing to their literacy. Other chapters include "The Teachers' Community"; "Literacy Defined"; "Literacy and Social Continuity"; "Literacy and Meaning"; and "The Old Order as Model and Object Lesson." The book shows how literacy is viewed by the Amish as a cultural practice, not a decontextualized, universal set of skills and abilities automatically transferable across contexts. (Three pages of footnotes and 128 references are appended.) (MM)

ED 293 153 CS 211 151

Ayers, Donald M.; Worthen, Thomas D.
English Words from Latin and Greek Elements. Second Edition.
REPORT NO.- ISBN-0-8165-0899-2
PUB DATE- 86
NOTE- 290p.; For related document, see CS 211 152.
AVAILABLE FROM- University of Arizona Press, 1615 East Speedway, Tucson, AZ85719 ($5.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Definitions; English Instruction; *Etymology; *Greek; Higher Education; Language Arts; *Latin; Lexicology; Linguistic Borrowing; Morphology (Languages); Secondary Education; Second Language Instruction; Semantics; Textbooks; *Vocabulary Development; *Vocabulary Skills; Word Study Skills
IDENTIFIERS- *Root Words

Intended for English and foreign language instruction at the junior college, university, or high school level, this textbook aims to help students "crack the code" of English in order to become better speakers and writers. Part 1 contains 25 lessons on roots, prefixes, and suffixes from Latin, and Part 2 contains 25 lessons on word elements from Greek. Lessons focus on either grammatical form or function ("Suffixes," "Weakening and Hyperbole," "Blends") or semantic category ("The Law," "The Arts," "Literary Terms"). A typical lesson contains: (1) an essay on the major topic; (2) a list of roots, meanings, and sample English words containing the roots; and (3) a list of sentences containing words formed from the lesson's roots, which students are asked to analyze and define. Many chapters also contain a list of words intended for dictionary study or a manipulative exercise. New to this revised edition are indexes of prefixes and words appearing in context. The list of bases at the end of each part has been reformatted for quick reference. Also, the introduction to Part 1 now offers a more detailed overview of the development of the English language in the context of its Indo-European heritage. (Thirty-seven references are included.) (ARH)

ED 293 167 CS 506 091

Rybczyk, Edward J.
Communication Training for Supervisors in a Manufacturing Environment.
PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Eastern Communication Association (79th, Baltimore, MD, April 27-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Leadership Training; Management Development; *Manufacturing Industry; Nonverbal Communication; Oral Communication Method; Organizational Communication; Skill Development; Supervisors; *Supervisory Methods; *Supervisory Training
IDENTIFIERS- *Communication Strategies; Communication Support; *Supervisor Subordinate Relationship

The need for communication training of supervisors in a manufacturing environment has become critical as the 1990s approach. Effective communication skills are a key to the accomplishment of any industrial task and to the development of the subordinate/supervisor relationship. However, because of the complexity of communication, it is difficult to know which aspects of communication should be targeted for supervisory training to enhance effectiveness. The method most often used in industrial skills training is behavior modeling, which involves four key elements: the model, a checklist for understanding, practice, and feedback. The model can be a demonstration or example of the skill to be learned. A checklist for understanding provides the conceptual framework of what are the necessary checkpoints for success, why these checkpoints are important, and the performance requirements for optimal results. Practice is an essential key element for skill acquisition. As part of that practice, feedback about the practice is necessary so that the performers know when they have done well and how their performance could be improved. For example, Front Line Leadership, a program which employs behavior modeling, consists of two modules: "Getting Good Information from Others" (focused on non-verbal communication behavior) and "Getting Your Ideas Across" (focused on message preparation). (Twenty-one references are attached.) (JK)

ED 293 181 CS 506 106

Carlsen, William S.
Why Do You Ask? The Effects of Science Teacher Subject-Matter Knowledge on Teacher Questioning and Classroom Discourse.
PUB DATE- Apr 87
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Classroom Communication; Classroom Research; Classroom Techniques; Discipline; Discourse Analysis; High Schools; Questioning Techniques; *Science Teachers; *Teacher Behavior; Teacher Effectiveness; Teacher Qualifications; *Teacher Student Relationship; *Teaching Styles
IDENTIFIERS- Communication Patterns; Interpretive Research; *Question Types; Teacher Competencies; *Teacher Knowledge

Focusing on teaching situations with varying degrees of teacher knowledge, an interpretive study examined the effects of science teacher subject-matter knowledge on classroom questioning and other forms of discourse. Four biology and life science teachers participated in the first year of two year-long studies (the second is in progress). All of the teachers were interns or student teachers in a fifth-year teacher education program, and taught at the 9-12 grade level in San Francisco Bay area public high schools. The relative subject-matter knowledge of the teachers on 15 biological topics was determined using quantitative and qualitative discourse analysis. Results revealed that when teachers did not have a strong understanding of the topic they were teaching, they were likely to use frequent low cognitive-level questions to control classroom conversation, and student participation was minimal. In high teacher-knowledge classes, teachers asked fewer questions and student participation and questioning was high. (Figures of the study's conceptual framework, the middle strand of the conceptual framework (speech activities level), the rate of low cognitive-level teacher questioning, the frequency of student speech acts, student questioning rate, ratio of teacher to student questions, and class time spent on other activities before class discussion are included, and 19 references are appended.) (MM)

ED 293 249 EC 202 098

Moore, Dennis
Handicapped Adolescent Alcohol and Drug Use/Abuse: Some Causes for Concern.
PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Annual Smith Research Conference (12th, Bloomington, IN, April 1-3, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adolescents; *Alcoholism; Deafness; *Disabilities; *Drug Abuse; *Incidence; Longitudinal Studies; Mental Retardation; *Personality Traits; Research Needs; Special Education; *Special Health Problems; Young Adults

The paper examines the literature concerning drug and alcohol abuse among handicapped adolescents. An introductory section noting the relative lack of research on this problem is followed by a review of adolescent drug research identifying longitudinal studies involving more than 70,000 subjects, studies of associated personality variables, and studies of drug abuse among young adults. Studies on handicapped youth and drug use are then reviewed with emphasis on alcohol abuse among the deaf, alcohol abuse among mentally retarded adults, and hyperactive teenagers and alcohol consumption. Special considerations that make drugs particularly hazardous for the disabled include: health risks, drug potentiation, predisposition to mental health problems, relative immaturity and unsophisticated use, peer pressure, thrill seeking behavior, and fantasizing. The nature of special education settings themselves, in their acceptance of deviance and socially retarded behaviors, may contribute in an indirect way to drug use. Finally discussed are the possibly higher prevalence of casual alcohol or drug use among the handicapped than nonhandicapped populations and the possible predisposition to abuse of the disabled. (DB)

ED 293 263 EC 202 462

Ysseldyke, James E.; And Others
Instructional Grouping Arrangements Used with Mentally Retarded, Learning Disabled, Emotionally Disturbed and Nonhandicapped Elementary Students. Research Report No. 3. Instructional Alternatives Project.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jul 87
NOTE- 29p.; For related documents, see EC 202 460-463.

GRANT- G008430054
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Comparative Analysis; Elementary Education; *Emotional Disturbances; Grouping (Instructional Purposes); *Group Instruction; *Individual Instruction; *Learning Disabilities; Mainstreaming; Mild Disabilities; *Mild Mental Retardation; Resource Room Programs; Special Classes; *Student Reaction; Time on Task

This project examined the extent to which varying instructional grouping arrangements are used for different categories of mildly handicapped students in various instructional settings and the extent to which any differences translated to differences in student responses. Observational data were recorded all day in 10-second intervals for 122 elementary students categorized as learning-disabled, emotionally/behaviorally disturbed, educable mentally retarded, and nonhandicapped, in mainstreamed, resource room, and self-contained programs. While handicapped students, in general, received more instruction in individual arrangements, usually in the special education setting, the only category effect that emerged was that mentally retarded students in self-contained placements spent a greater proportion of special education time in entire group instruction. Differences in instructional grouping arrangements translated to differences in student responding, with active responding and academic engaged times significantly higher during individual instruction, compared to entire group and small group instruction, in both mainstream and special education settings. (Author/JDD)

ED 293 291 EC 202 490

Carothers, Linda, Ed.; Wilson, Val, Ed.
Baby Talk. First Years Together. Project Enlightenment.
Wake County Public School System, Raleigh, N.C.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 86
NOTE- 43p.; For related documents, see EC 202 488-497. Document printed on colored paper.
AVAILABLE FROM- Project Enlightenment, 501 S. Boylan Ave., Raleigh, NC 27603 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Activities; *Child Development; *Developmental Stages; Discipline; High Risk Persons; Hospitalized Children; *Infant Behavior; *Parent Child Relationship; *Parent Education; Play; Pregnancy; *Premature Infants; Safety Education; Self Esteem
IDENTIFIERS- *Early Intervention; First Years Together (Project)

This series of 19 newsletters is designed to be distributed monthly to parents of premature or high risk infants on their child's adjusted age birthday from birth through 18 months. Each newsletter describes activities and behaviors of infants and toddlers appropriate to the month of age and discusses issues of concern to the parents. Regular topics include safety, discipline, and "premie notes," a section that addresses the particular characteristics or problems associated with prematurity and its effect on later development. For ages 3-12 months activities typical of infant behavior or which the baby will enjoy having the parent initiate are listed under the headings of moving, playing, thinking, and communicating. Other topics covered for specific ages include going home from the hospital (newborn), when to call the doctor (2 months), settling into a routine (3 months), the father's role (6 months), communicating (11 months), and imitation (12 months). Additional newsletters focus on such topics as thinking about another pregnancy, play as learning, setting limits for toddlers, and encouraging self-esteem. (VW)

ED 292 968   CE 049 895

Adults Managing the Learning Process. Educational Development Task #2. Technical Report.

Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 253p.; For related documents, see CE 049 890-894.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Development; *Adult Learning; *Adult Vocational Education; Educational Research; Postsecondary Education; *Student Motivation; *Withdrawal (Education)

This document presents research findings for the second task in the Appalachian Educational Laboratory's Lifelong Learning Program which addresses the adult vocational development process-managing the learning process. Section I presents data collection procedures and demographic information on the target group of adults at two community colleges. Section II is an analysis of the interviews. Findings are discussed by two major categories: barriers to managing the learning process and facilitators to managing the learning process. Section III analyzes daily logs kept by sample student populations. It covers the specific activities reported by students and identifies the critical factors affecting adult learning on an individual basis by sex group and institution. Section IV presents findings of classroom observations conducted to develop descriptions of the typical learning situations encountered by adults returning to school. Section V analyzes results of a survey to identify factors related to adults withdrawing from school. Section VI is a research summary. It also covers the specific task 2 interventions that appear to be most appropriate for development and validation: professional development, orientation program, reading level analysis, career resource center, and progress monitoring system. Instruments and data tables are appended. (YLB)

ED 292 980   CE 049 909

Charner, Ivan; Fraser, Bryna Shore
Youth and Work: What We Know, What We Don't Know, What We Need to Know.
William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
PUB DATE- 88
NOTE- 121p.; A product of Youth and America's Future. For other papers in this series, see CE 049 906-912 and CE 049 914.
AVAILABLE FROM- Institute for Educational Leadership, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036-5541 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Adolescents; *Education Work Relationship; *Employment Experience; Employment Level; *Employment Patterns; Employment Problems; High Schools; High School Students; Labor Market; *Part Time Employment; Public Policy; Research Needs; Student Attitudes; Student Behavior; Student Characteristics; *Student Participation; Trend Analysis; *Youth Employment
IDENTIFIERS- Impact Studies

Participation in work activities by high school students has been increasing over the past 25 years to the point where today at least one-third of all high school students hold part-time jobs in any given week. Student participation in work varies by geographic region and type of community, with older, white, middle-class, male vocational students from the Northeast and north central region being the most likely to be employed. Although students may be found working in all industries, they tend to be concentrated in wholesale/retail trade, service, and agriculture/forestry/fishing. Male students tend to work more hours than female students, and white students work more than do minority students. Weekly income averages $60-$70, with males earning more on average than females. The effect of working on grades is unclear. There seems to be a curvilinear relationship between hours worked and grades, with 20 hours being the point where a negative effect emerges. Working appears to have little effect on educational plans but is positively associated with employment and income after high school completion, at least in the short range. Working during high school appears to promote desirable work habits. In general, relationships with parents and siblings are not affected by working. Findings regarding the effect of working on delinquent behavior are inconclusive and contradictory. There is a general need for improved and more comprehensive data related to youth and work; in addition, a common set of measures regarding working, reasons for working, the multiple dimensions of student work experiences, and the multiple attitudinal and behavioral outcomes of working is needed. (An annotated list of major data sources on youth and work is appended. Commentaries by Sue E. Berryman and Hayes Mizell are included.) (MN)

ED 293 007 CE 049 963

Vladislavlev, Alexandre P.
A Conceptual Framework for the Development of Lifelong Education in the USSR. Fundamentals of Educational Planning 35.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
SPONS. AGENCY- Swedish International Development Authority (SIDA).
REPORT NO.- ISBN-92-803-1127-1
PUB DATE- 87
NOTE- 115p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Continuing Education; Educational Needs; Educational Objectives; Educational Planning; Elementary Secondary Education; Foreign Countries; *Lifelong Learning; Models; *Nonformal Education; Postsecondary Education; *Program Development; Science and Society; *Technological Advancement
IDENTIFIERS- *Soviet Education; *USSR

This document presents a conceptual framework for lifelong education in the USSR that is based on interfacing education on the one hand and the scientific and technological revolution on the other to create a system of lifelong education encompassing basic in-school and other less structured, nonformal programs. The impact of the increasing intellectualization of workers' tasks and the increased knowledge and skill demands that scientific advances have placed on workers are discussed. The development of the Soviet recognition of the need for lifelong education is traced from the USSR's early postrevolutionary period to the present. The principles of purposefulness in education and training, individualization in education, lifelongness, and a systems approach are examined from the Soviet perspective. The role of lifelong education in facilitating workers' physical and spiritual development, raising their sociopolitical awareness, and increasing their vocational qualifications is discussed. A two-tiered model for lifelong education in the Soviet Union, consisting of basic (elementary, secondary, and postsecondary) and supplementary education programs is proposed. The supplemental education portion of the model would feature flexible, nonformal programs that would simultaneously fulfill information-consultation, teaching, and organization-supervision functions. (MN)

ED 293 051 CG 020 699

Keeping Students in School: A Handbook for Dropout Prevention.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Support Programs.

PUB DATE- Apr 87
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; *Dropouts; Elementary Secondary Education; High Risk Students; Program Development; Resource Materials; State Programs
IDENTIFIERS- North Carolina

This North Carolina handbook brings together the information needed by local school systems to plan, develop, and implement effective programs to keep students in school. These topics are included: (1) legislation and policy for the implementation of the State Dropout Prevention Fund; (2) program standards and performance indicators; (3) program options; (4) dropout prevention data; (5) funding sources; (6) principles for dropout prevention; (7) a form for plannning programs; (8) a list and discussion of 26 elements of a successful dropout prevention program; (9) the State Dropout Prevention Funds Annual Report Summary 1985-86 and Synopsis of the Statewide Study of the Class of 1981; (10) a list of school, personal, and family characteristics of students who are at risk of dropping out; (11) samples of schools' identification forms and other sample diagnostic instruments for high-risk students; (12) a discussion of major program types for dropouts and potential dropouts (job placement centers, extended school day programs, in-school suspension, transition programs, and counseling the high-risk student); and (13) descriptions, program goals, and key elements of three dropout prevention programs. (ABL)

ED 293 095 CS 009 098

Newcomer, Beverly
The Effects of a Listening Station upon the Reading Interest of First Graders.
PUB DATE- Apr 88

NOTE- 38p.; Master's Thesis, Kean College.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; Cognitive Ability; Cognitive Development; *Grade 1; Primary Education; Reading Improvement; *Reading Interests; Reading Materials; Reading Research; Talking Books
IDENTIFIERS- Reading Management; *Reading Motivation

A study examined whether the use of a listening station (comprised of books on tapes) would have a positive effect upon the reading interest of first graders. Subjects, 18 first grade children who were randomly selected from three reading groups in a suburban community school, were equally divided into an experimental and a control sample. While the experimental sample used the listening station at least three times a week for the length of the study (27 consecutive school days), the control sample did not use the listening station. Results indicated no significant differences between the experimental and the control samples, nor between children who were exposed to a variety of reading materials outside of school and those who were not. (Four tables of data and a figure are included, and 14 pages of a related research review and three pages of references are attached.) (JK)

ED 293 123 CS 211 114

Kurfiss, Joanne
Do Students Really Learn from Writing?
PUB DATE- Dec 85
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Writing; Higher Education; *Interdisciplinary Approach; Notetaking; Secondary Education; Teacher Attitudes; *Writing Across the Curriculum; *Writing Instruction; Writing Skills
IDENTIFIERS- Writing Functions; Writing Tasks

Studies on the Writing Across the Curriculum program indicate that writing is a valuable learning tool, and that writing about a specific content area presents unique problems which are best addressed by the content specialist. Two assumptions underlie this program: (1) writing can help students learn and think about content in any discipline, thus helping to achieve the goals of the instructor; and (2) writing used for learning does not require explicit teaching of writing--only the use of writing as a pedagogical tool. This highlights writing for the discipline's sake, not writing for its own sake. One characteristic of writing used in this way is that most or it is not graded, and only some of it is even examined by the instructor. Notetaking, "microthemes," and short essay study questions are helpful Writing Across the Curriculum strategies. One objection to Writing Across the Curriculum addresses the question of student motivation to complete non-graded assignments. However, once students see that they are writing for a clearly defined purpose related to their ultimate course grade, they are likely to complete the assignment. Writing instructors are not suggesting that professors in other disciplines teach writing; rather, they are asking other instructors to extend their efforts for the sake of all disciplines and students' success in them. (Ten references are appended.) (MM)

ED 293 195 EA 019 806

Miller, Bernard W.

Increasing Behavior Management Effectiveness through Problem Analysis and Individualization.

PUB DATE- Nov 86

NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (Denver, CO, November 22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Style; *Discipline; Elementary Secondary Education; *Individual Differences; *Individual Instruction; Learning Theories; Nontraditional Education; Participative Decision Making; *Problem Solving; *Student Behavior

To reduce disciplinary cases without using suspension or alienating teachers and parents is a challenging task for principals. Forcing teachers to tolerate unruly student behavior is no solution. When both teachers and principals experience failure in eliciting desirable student attitudes and behavior, some relief measures are appropriate. This paper shows how schools can approach behavior management through creative problem analysis and individualized educational programs. One logical starting place is the faculty meeting, where consensus can be obtained before choosing a course of action or investigative format. During the problem analysis, certain behavioral phenomena will arise, including a preparation phase, an incubation period, and finally, inspiration. One possible outcome is to design an individual instruction program, which usually embodies wholesome, humane, and noncompetitive elements. Such programs accept student learning differences and reduce the trauma experienced by classrooms of recalcitrant pupils acclimatized to rigid, operationally ineffectual learning environments. Although organizationally imposing, individualized learning is a viable concept based on diagnostically determined needs of children in a given community and "universal" objectives. Consideration is given to peer relationships, learning styles, self-concept, and subject interests. An appendix contains formats for problem-solving, guidelines for identifying problems, and a countdown for problem-solving. Included are nine references. (MLH)

ED 293 223 EA 019 980

Zurhellen, Henry S.
Educational Accountability within a Context of Academic Freedom.
PUB DATE- Nov 87
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Chicago, IL, November 4-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Democratic Value[illegible] Efficiency; Elementary Secondary Education; *Equal Education; Participative Decision Making; *Program Evaluation; *School Effectiveness; School Organization; Student Evaluation; *Teacher Evaluation

Although it has been in the lexicon for 20 years, educational accountability remains an untested concept. Traditionally used in public service areas involving the stewardship of public funds, the term loses its legal-financial context when applied to educational settings. Here, accountability is mainly concerned with furthering school systems' educational effectiveness. Two perennial and conflicting themes are involved in American educational accountability: (1) a quest for efficiency (nonfraudulent use of public money); and (2) an extension of the democratic drive for equal opportunity. These conflicting interpretations make implemention of accountability very difficult. This paper discusses this difficulty, highlighting teacher and student evaluation problems, diversity of opinion issues (like centralization versus decentralization), and teachers' negative, punitive attitudes toward accountability. Ameliorative measures are suggested to overcome opposing viewpoints and make accountability seem a more positive undertaking. There is little evidence, however, that accountability as currently practiced has produced better teachers or instruction. Our society's justice-sensitive and litigious spirit and its disenchantment with the scientific method can confuse conceptualizations of the teacher evaluation process. Accountability is often viewed as a one-way flow of responsibility contrary to our democratic sense of fairness. A two-way relationship among all participants that recognizes both controllable and noncontrollable inputs is essential. Since any accountability system can be subverted by unsympathetic, unwilling staff, then agreement by all is crucial. Included are 12 references. (MLH)

ED 293 237 EC 202 086

Cykala, Brenda; Greer, Rose Marie
The Perceived Effects of Restricted Funding on Special Education in Texas.
PUB DATE- Nov 87
NOTE- 20p.; This report is the result of a state-wide study conducted in 1987 as a project of the Psychological Services Division of Harris County Dept. of Education, Houston, Texas.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Community Support; *Disabilities; Elementary Secondary Education; *Financial Support; Inservice Teacher Education; Mainstreaming; *Special Education; *Special Education Teachers; Staff Utilization; State Surveys; Teacher Attendance; Teacher Shortage; Teacher Student Ratio; *Vocational Education; Volunteers
IDENTIFIERS- *Texas

To explore the perceptions of special education administrators regarding the anticipated effects of restricted funding, survey questionnaires were mailed to a random sample of 200 directors of special education in Texas. Questions regarding demographics, funding sources, staff and program concerns, and assistance needed for coping were asked. Items pertaining to staff or program changes were evaluated in terms of anticipated type and degree of change and anticipated positive or negative effects of that change on the future of special education. Results show that special educators anticipate restricted funding to be long-term and believe education systems will have to rely on the local community more in the future for necessary financial and other resources. Greatest concerns were expressed for inadequate vocational education, staffing problems such as shortages and absenteeism, and a too-high pupil/teacher ratio. To maintain current quality levels, special educators believe it will be necessary to increase integration of regular and special education, improve staff utilization, and train all teachers to manage heterogeneous classrooms. The positive outcomes of funding restrictions they foresee include expansion of volunteer programs and greater creativity and efficiency in the use of equipment and materials. A copy of the survey instrument is included. (Author/VW)

ED 293 277 EC 202 476

Investigating the Impact of a Program Model for Increasing the Social, Communication, and Community Living Skills of Moderately Mentally Handicapped Youth in Transition. Final Report.

Macro Systems, Inc., Silver Spring, Md.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

REPORT NO.- CFDA-84-133G
PUB DATE- Nov 87
NOTE- 147p.; Portions of appendices contain small print. For related document, see EC 202 475.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Activities; *Community Programs; *Community Resources; Cultural Activities; Demonstration Programs; High Schools; Interpersonal Competence; *Moderate Mental Retardation; *Normalization (Handicapped); Organizations (Groups); *Recreational Activities; Student Participation; *Transitional Programs; Young Adults

The report describes a program which used the resources of community recreational arts programs, secondary schools, postsecondary institutions, and families to involve 76 moderately mentally handicapped youth in their last year of high school in recreational art activities to enhance successful transition from school to mainstream society. The model utilized three stages of community arts involvement: awareness (orientation of students and parents to existing opportunities); exploration (selecting from a variety of arts programs those which students wished to become further involved in); and integration (in-depth participation through ongoing involvement in a selected community arts group). The program was implemented in Washington, D.C. and Dayton, Ohio. Among evaluation findings were that each student participated in an average of eight events during the project's federal funding; that both students and parents rated the program positively; and that transportation problems were the largest impediment to participation. Recommendations included allowing at least 4 months for student/participant/volunteer recruitment; establishing collaborative relationships with existing community arts groups at the earliest possible time; conducting more workshops with arts groups on a continuous time schedule; and expanding activities to include more traditional recreation, especially sports. Over half the document consists of appendixes which provide data tables from the interim report; data tables from the end-of-project analysis; data collection instruments and procedures; and project related letters. (DB)

ED 293 322 FL 017 298

Fadiman, Jeffrey A.
Non-Western Business Interactions: Making Use of the "Communal" Sphere.
PUB DATE- May 87
NOTE- 21p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arabs; *Business Administration Education; *Business Communication; Comparative Analysis; Cross Cultural Training; Cultural Differences; *Cultural Traits; Developing Nations; Higher Education; *Intercultural Communication; *International Trade; *Interpersonal Relationship; Social Values; Time Factors (Learning)
IDENTIFIERS- *Communality; Greetings; Japanese People; Kikuyus (Kenya)

A dimension of intercultural business communication often hidden from Americans is the communal aspect. It is most pronounced in Third World nations in which aspects of both commerce and communication are based on earlier communal traditions, reflecting values of which Americans may be unaware. Individuals strive to advance not only their private interests but also those of predominant social and economic networks to whom they owe emotional allegiance. Four common instances of cross-cultural business interaction illustrate both the individual and communal aspects of communication: (1) greetings that go beyond the American sense of status; (2) practices of visiting based on a different sense of time; (3) patterns of reciprocity that reflect a different sense of obligation; and (4) drinking habits exceeding the American sense of propriety. Westerners who are willing to participate in interactions that conflict with their sense of individualism may reap considerable rewards, both social and commercial. Businessmen should prepare by (1) acknowledging that communal levels of interaction do exist, (2) before departing, consult with specialists on forms of interaction, and (3) in the foreign country, make extensive inquiries on selected colleagues with whom they will form a relationship. Advance knowledge of communal values facilitates adjustment to them. (MSE)

ED 293 338 FL 017 314

Garnett, Mary Anne
Developing Computer-Interactive Tape Exercises for Intermediate-Level Business French.
PUB DATE- May 87

NOTE- 13p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Cassettes; *Authoring Aids (Programing); *Banking; *Business Communication; *Computer Assisted Instruction; Foreign Countries; Higher Education; Languages for Special Purposes; *Online Systems; Second Language Instruction; *Teacher Developed Materials
IDENTIFIERS- *France; University of South Dakota
One college language teacher developed computer-interactive audiotape exercises for an intermediate-level class in business French. The project was undertaken because of a need for appropriate materials at that level. The use of authoring software permitted development of a variety of activity types, including multiple-choice, fill-in-the-blank, and read-along exercises. The activities developed were on aspects of the French banking system. The steps taken in planning, creating, and evaluating the materials included definition and sequencing of lesson objectives, determination of appropriate exercise types, creation of a preliminary tape and diskette, pilot testing, lesson revision based on feedback, testing of the revised lesson on the entire class, and evaluation and further modification of the unit. The exercises were developed with consideration for the texts to be used and the students' anticipated response to the activity type. Pilot testing revealed flaws both inherent in the software design and created by the lesson's design. The significant amount of time and effort invested in creating the materials was rewarded by the students' enthusiastic reception of them. (MSE)

ED 293 081 CG 020 729

Hurst, Hunter, Ed.; And Others
Drugs.
National Center for Juvenile Justice, Pittsburgh, Pa.
REPORT NO.- ISBN-0-910099-06-5
PUB DATE- Jul 84
NOTE- 80p.; For related volumes, see CG 020 728 and CG 020 730-731.
AVAILABLE FROM- National Center for Juvenile Justice, 701 Forbes Avenue, Pittsburgh, PA 15219 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; *Delinquency; *Drug Abuse; Drug Rehabilitation; *Substance Abuse; *Youth Problems

This document contains the third volume of "Today's Delinquent," an annual publication of the National Center for Juvenile Justice. This volume deals with the issue of drugs and includes articles by leading authorities in delinquency and substance abuse who share their views on causes and cures for the drug problem among youth in this country. Articles include: (1) "Social Factors and Substance Abuse" (Abraham Twerski); (2) "Delinquent Behavior, Drugs, and Alcohol: What is the Relationship?" (Ronald Akers); (3) "A Brief Commentary on Akers" (Travis Hirschi); and (4) "Witches and Wizards: The Treatment of Adolescent Drug Abuse" (Thomas Sumansky). (NB)

ED 292 954 CE 049 723

Parkinson, Kevin J.; Broderick, John S.
An Evaluation of the Implementation of National Core Curricula in Australia.
TAFE National Centre for Research and Development, Payneham (Australia).
REPORT NO.- ISBN-0-86397-059-1
PUB DATE- 88
NOTE- 346p.; Appendices A-E (p.261-310), originally made available by source only on microfiche; have been blown back by ERIC to complete document.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria 3001, Australia.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Core Curriculum; *Curriculum Development; *Curriculum Evaluation; Developed Nations; Foreign Countries; Postsecondary Education; *Vocational Education
IDENTIFIERS- Australia

A study of the implementation of national core curricula in Australia was undertaken by seeking the general views, through interview and questionnaire, of curriculum developers and Technical and Further Education (TAFE) teachers who develop and deliver the curricula. Views of representatives of industry and commerce who employ students who are trained using those curricula were also solicited. These general views were complemented by specific views obtained in three case studies. The role of the Curriculum Projects Steering Group (CPSG) in the implementation process was a matter of particular interest. Although the work of of the CPSG had the general support of both industry and bodies such as the Australian Council on Employment and Training, they also pressured it to make changes to its procedures. General conclusions reached were that the CPSG guided the development and implementation of national core curricula very well and, that in continuing its valuable work, its procedures should not be changed lightly. Nevertheless, several steps were recommended to improve the implementation of the national core curricula. (The three case studies that illustrate how the issues applied to a particular national core curriculum are described in detail, and appendixes include the study instruments, an outline giving minimum curriculum documentation requirements, and a table showing the nature and status of the national curriculum projects. A bibliography is included.)

ED 293 036 CG 020 684

Quinn, Peggy; Allen, Katherine

First Hand Lessons in an Information Age: Single Parent Working Women Speak for Themselves.

PUB DATE- Nov 87
NOTE- 24p.; Paper presented at the Annual Conference of the National Council on Family Relations (49th, Atlanta, GA, November 14-19, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; *Day Care; *Employed Parents; *Financial Problems; Life Satisfaction; *Mothers; *One Parent Family; Stress Variables; Time Management

The female-headed, single parent family is a family structure that presents challenges to family life educators, family counselors, and policy makers. For effective delivery of services, accurate information on the functioning of these families is needed. This study used a phenomenological perspective to examine the various challenges faced by women who are single parents. Subjects were 30 women who were between the ages of 25 and 38 years, were employed at least 30 hours per week, had two or more children living in the house, and had no other adult living in the house. During interviews, subjects talked about their lives, families, needs, concerns, strengths, sources of help they would recommend, and how they saw themselves in 10 years. Respondents had concerns about money, time, and child care. They felt that neither their education nor their socialization had prepared them for the lives they were living. Most felt they were functioning adequately and reported feeling proud of their children and happy with their jobs. The findings have implications for family life professionals and for policy makers. (NB)

ED 293 066 CG 020 714

Alcohol and Other Drug Use Patterns among Students in North Carolina Public Schools Grades 7-12.

North Carolina State Dept. of Public Instruction, Raleigh. Alcohol and Drug Defense Program.

PUB DATE- Nov 87
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Drinking; *Drug Use; Racial Differences; Secondary Education; *Secondary School Students; Sex Differences; *Smoking; State Surveys; Statewide Planning; *Student Attitudes; *Student Behavior
IDENTIFIERS- *North Carolina

The Alcohol and Drug Defense Program was created by the North Carolina General Assembly to assist local school systems in developing school-based drug abuse prevention and intervention programs. As a first step, a statewide survey was conducted to examine drug use and attitudes about use among secondary school students in the state's public schools. Data were gathered on use of alcohol, nicotine, marijuana and hashish, cocaine and crack, hallucinogens, stimulants, depressants, and inhalants. This report presents findings from the survey in the areas of: (1) lifetime prevalence of selected drugs by grade grouping and drug use in the last 30 days; (2) descriptions of the most used drugs (alcohol, tobacco, and marijuana); (3) drug use by sex; (4) drug use by race; and (5) prevalence of drug use by urban and rural residence. Drug use in North Carolina is compared with drug use nationally as measured by the National Senior Survey. Also reported are student ratings of reasons not to use drugs and student information about drugs, including where students receive drug information, whom they would contact if they had a drinking or drug problem, and their first choice of school personnel they would talk to if they had a problem with alcohol or drugs. A summary of key findings is

provided, plans for future surveys are discussed, and a map of North Carolina educational regions is given. Seventeen figures are included. (NB)

ED 293 139 CS 211 131

Davlin, Nancy; Riggle, Patricia
Instruction of the Writing Process Affects Students' Writing Skills.
PUB DATE- Apr 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; Grade 8; Junior High Schools; Paragraph Composition; *Writing Improvement; *Writing Instruction; *Writing Processes; Writing Research; *Writing Skills
IDENTIFIERS- Research Results; Writing Development

A study determined if there was a significant difference in the writing skills of eighth graders after they completed a writing class that based the method of instruction on the writing process. Subjects, 743 students in a midwestern school system, completed the class and were administered pretests and posttests. The results supported the supposition that writing instruction should center on the process of writing and that students should be provided with the opportunity to write daily. Findings suggest that writing instruction does increase students' writing skills. In response to this research in writing instruction, a class for paragraph development--based on the steps of the writing process--was added to the eighth grade curriculum. (Seventeen references are appended.) (MS)

ED 293 210 EA 019 952

Lulat, Y. G-M.; And Others
Governmental and Institutional Policies on Foreign Students: An Overview and Bibliography. Special Studies in Comparative Education, Number Sixteen.
State Univ. of New York, Buffalo. Comparative Education Center.
REPORT NO.- ISBN-0-937033-05-7
PUB DATE- 86
NOTE- 127p.
AVAILABLE FROM- Publication Sales, Comparative Education Center, 428 Baldy Hall, SUNY at Buffalo, Amherst, NY 14260 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reference Materials - Bibliographies (131)
DESCRIPTORS- Comparative Education; *Educational Policy; Foreign Countries; *Foreign Students; Government School Relationship; Higher Education; *International Cooperation; *International Educational Exchange; *International Programs; Postsecondary Education
IDENTIFIERS- Canada; France; United Kingdom; USSR; West Germany

This document analyzes, compares, and evaluates foreign student policies of governments and higher education institutions throughout the Western world and it also provides an extensive bibliography of materials on this topic. After a brief introductory chapter providing definitions and delineating categories of policy issues, the following topics are discussed in part 1: (1) recent refound interest in policy formation; (2) policy issues at the national and institutional level relating to population; (3) policy issues at the national and institutional level relating to economics; (4) graduate student policy issues; (5) policy implications of home government concerns; and (6) policy rationale for admitting foreign students. Appended to part 1 are a summary of key national policy issues in the areas of population, economics, and foreign policy and key institutional policy issues in the areas of population, logistics, administration, and academics, along with statistical charts. Part 2, the bibliography, is divided into the following sections: general aspects of policy, government policies in general, institutional policies on foreign students, foreign student policy and development aid, population issues, policy rationale for admitting foreign students, recruitment and admission, curriculum and training, economics and finance, graduate students, student services, and policies in socialist nations. (TE)

ED 293 250 EC 202 099

Johnson, Lynn G.; Hatch, J. Amos

A Descriptive Study of the Creative and Social Behavior of Four Highly Original Young Children.

PUB DATE- 6 Aug 87
NOTE- 32p.; Paper presented at the World Conference on Gifted and Talented Children (7th, Salt Lake City, UT, August 6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Patterns; Case Studies; Creative Activities; *Creativity; Creativity Research; *Creativity Tests; *Interpersonal Competence; *Personality Traits; Preschool Education; Social Development; Test Validity

The paper reports findings of a study describing and analyzing the creative and social behavior of four highly original children in the context of 1 year's preschool experience. Videotape, interview, participant observation, and artifact data were collected to construct the descriptions. The study attempted to answer the following questions: (1) Do young children identified as highly original by the "Starkweather Originality Test" also demonstrate originality in play and products? (2) Are common patterns of play choice demonstrated by highly original children? (3) Were there similar identifiable creative characteristics among the four children? (4) Were there characteristics of social competence evident among the children? (5) What strategies did each child use to satisfy social goals? (6) Were there common patterns of peer social behavior among the children? Each of the children is described in terms of demographic characteristics, creative characteristics, and social characteristics. Conclusions indicate that all four children had high levels of inner imagination, that each of them had a speciality area for creative expression, and that all four children were independent, persistent, fluent with ideas, and expressively elaborate. Socially, all four had different levels of social competence and used different patterns of social behavior. (DB)

ED 293 307 FL 017 283

Bush-Bacelis, Jean L.
The AACSB: A Valuable Tool for the Language Educator.
PUB DATE- May 87
NOTE- 8p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accreditation (Institutions); Accrediting Agencies; *Agency Role; *Business Administration Education; *Curriculum Development; Global Approach; Higher Education; Information Sources; *Languages for Special Purposes; Relevance (Education); Second Language Instruction
IDENTIFIERS- *American Assembly Collegiate Schools of Business

The American Assembly of Collegiate Schools of Business (AACSB), an accrediting agency, may be an overlooked tool for establishing rationale and credibility for globalization of business courses. The 245 member institutions are bound by the agency's accrediting requirements, and many others are influenced by the standards set in those requirements. The organization also offers awards and fellowships to students, professors, and institutions, holds an annual meeting and a number of seminars, has established ongoing programs for the benefit of the profession, and produces a variety

of publications including monographs, case studies, and a newsletter. The AACSB presents substantial resources for language educators to use in both justifying and carrying out the internationalization of the language curriculum. (MSE)

ED 292 994 CE 049 935

Achtenhagen, Frank
Learning in School and Out--General vs. Vocational Education.

PUB DATE- Apr 88
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apprenticeships; *Educational Change; *Educational Development; Educational Research; Foreign Countries; Research Utilization; Secondary Education; *Vocational Education
IDENTIFIERS- *West Germany

The adequate way to discuss problems of vocational education more generally is that taken by Resnick (1987). She feels that the relationship between general and vocational education, and their respective and common aims, problems, and restrictions, must be outlined primarily substantially and not only organizationally. Resnick tries to combine the political and organizational problems with research results from cognitive psychology and teaching-learning research. The Federal Republic of Germany has met the problem of vocational education through the dual system in which secondary students spend 3-4 days per week at a worksite and 1-2 days in a part-time school. The system does have its drawbacks, however. The problems can be classified in three steps: problems at the entrance into the system, problems within the system, and problems at the exit. Institutional recommendations to solve these problems include the need for government, local authorities, trade unions, and employers to agree to a solution and the requirement that vocational education be an independent part of the compulsory educational system. Content-oriented recommendations include the development of new interdisciplinary research strategies to reform vocational education in its content area. (YLB)

ED 293 022 CG 020 670

Flammer, August; And Others
Attribution of Control in Swiss Adolescents.

PUB DATE- Jul 87
NOTE- 24p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (9th, Tokyo, Japan, July 12-16, 1987). Research supported by the Swiss National Science Foundation.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Foreign Countries; Higher Education; *Individual Power; *Life Satisfaction; *Locus of Control; Postsecondary Education; Quality of Life; Secondary Education; Self Concept; *Self Evaluation (Individuals); Well Being
IDENTIFIERS- Switzerland

Control of private life and involvement in public life is regarded as an important condition of subjective well-being, especially for adolescents. A survey on control attributions was administered to 1,902 adolescents between the ages of 14 and 20 in Switzerland. The survey included a separate questionnaire designed to provide six measures of perceived quality of life. Subjects were instructed to imagine a concrete situation of an indicated kind and then to answer 12 questions. This process was repeated for a total of nine issues in the personal, interpersonal, and societal domains. The results revealed that subjects were most bothered by the future working place and personality development issues and least bothered by the issue of public youth projects. Money was the only issue that was more important to male adolescents than to females. Most adolescents reported feeling that they had control or participated in the control over the selected issues. As expected, general life satisfaction depended heavily on the feeling of control. This was found to be especially true for the issues of personal appearance, personality development, and friendship. Having no control over issues within the societal domain did not significantly affect the general satisfaction. (NB)

ED 293 082 CG 020 730

Hurst, Hunter, Ed.; And Others
Family.
National Center for Juvenile Justice, Pittsburgh, Pa.
REPORT NO.- ISBN-0-910099-07-3
PUB DATE- Dec 85
NOTE- 99p.; For related volumes, see CG 020 728-729 and CG 020 731.
AVAILABLE FROM- National Center for Juvenile Justice, 701 Forbes Avenue, Pittsburgh, PA 15219 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Delinquency; *Delinquency Causes; Delinquent Rehabilitation; *Family Influence; *Family Role; *Youth Problems

This document contains the fourth volume of "Today's Delinquent," an annual publication of the National Center for Juvenile Justice. This volume deals with the issue of the family and delinquency. "The Family and Delinquency" (LaMar T. Empey) systematically reviews and weighs the evidence to support prominent theories on the origins of delinquency, with special attention to the role of the family in delinquency causation and control. "The Family and Delinquency: A Judicial Perspective" (Maurice B. Cohill, Jr.) sees the school as a pivotal element in delinquency prevention and the only hope for those who have already been identified as delinquent, citing less optimism about the resilience of parents of delinquent children. "The Family and Delinquency: A Critique" (Judith Cassetty) endorses the notion of family strength, but sees little hope of actualizing family influences to control delinquency unless something is done about the inequitable distribution of resources and the increasing birth rate among teenagers from impoverished families. "The Family as an Adaptable and Enduring Social Unit: A Case for Assessing Delinquent Behavior from a Family Systems Perspective" (Leah S. Taylor) advances the view that families usually possess strengths that can be mobilized to mitigate delinquent behavior. (NB)

ED 293 096 CS 009 099

Spirn, Sharon L.
Reading and Television Viewing Habits of American Adults during Time Spent in Waiting Rooms.
PUB DATE- May 88
NOTE- 26p.; Master's Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Hospitals; Illiteracy; *Reading Habits; Television Research; *Television Viewing
IDENTIFIERS- *Aliteracy; Media Use; Reading Uses; Wait Time

In order to determine the reading and television viewing habits of American adults during time spent in waiting rooms, a study observed 100 adults waiting outside the Emergency Treatment Room of John F. Kennedy Hospital in Edison, New Jersey, over a four-week period. Results revealed that more of these adults chose to watch television as an activity than chose to read, supporting the hypothesis that when there is a choice between watching television and reading during time spent waiting, the average American adult will watch television. Underlying this study is the growing concern expressed by various social commentators that aliteracy (the phenomenon of people who can but do not read) has replaced illiteracy as the major threat to American society. This problem is addressed in the second half of this paper, which provides a review of the literature concerning American reading and television watching habits, the reasons behind them, and the characteristics of the groups involved. (Twenty references are appended.) (MM)

Hancock, Maxine
Teaching and Evaluating Reading in the Senior High School. A Monograph To Accompany Reading 10.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
REPORT NO.- ISBN-0-920794-48-3
PUB DATE- 88
NOTE- 160p.; For a related document, see ED 284 188.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Evaluation Methods; Foreign Countries; Reading Diagnosis; *Reading Improvement; *Reading Instruction; Reading Processes; *Reading Programs; *Reading Strategies; Secondary Education; Teacher Role; *Testing
IDENTIFIERS- Alberta (Edmonton); *Text Factors

Intended for teachers of Reading 10 (a Canadian developmental reading course in secondary schools), this monograph provides background material as well as suggestions for implementing the program, which was designed to improve students' strategies for learning from text. The document deals with structural, philosophical, and practical aspects of the Reading 10 course. Part one gives a general introduction to Reading 10; while part two suggests methods of organizing the course into instructional units. Part three discusses the reading research that forms the basis of Reading 10; part four offers practical suggestions for teaching Reading 10; and part five discusses the evaluation of Reading 10, with suggestions and sample evaluative tools for all aspects of evaluation: diagnostic, ongoing, and summatve. Thirty-two figures are included. The document concludes with a report, "Learning To Learn from Text: A Framework for Improving Classroom Practice." (ARH)

Cherry, R. L.

English Words from Latin and Greek Elements. Instructor's Manual for the Second Edition.

REPORT NO.- ISBN-0-8165-0980-8
PUB DATE- 86
NOTE- 256p.; For a related document, see CS 211 151.
AVAILABLE FROM- University of Arizona Press, 1615 East Speedway, Tucson, AZ 85710 ($2.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Definitions; English Instruction; *Etymology; *Greek; Higher Education; Instructional Materials; Language Arts; *Latin;

Lexicology; Linguistic Borrowing; Morphology (Languages); Secondary Education; Second Language Instruction; Semantics; *Teaching Guides; *Vocabulary Development; *Vocabulary Skills; Word Study Skills
IDENTIFIERS- *Root Words

Designed as a teacher's guide to accompany the revised edition of the classroom text "English Words from Latin and Greek Elements," this manual contains the following material that is not in the textbook: (1) answers to all exercises in the text; (2) the Latin and Greek origin of all prefixes, suffixes, combining forms, and bases that are used in the text; (3) several hundred additional example words using the prefixes, suffixes, combining forms, and bases presented in the text, together with the derivation of many of these; (4) examples of orthographic similarities that will help to avoid confusion with English words from different bases; (5) additional material, often in the form of exercises, that can be used for extra assignments; (6) occasional suggestions for presenting material; (7) recommendations for specialized books that could help broaden the scope of various lessons; and (8) extensive information throughout the manual on variances among current desk dictionaries. (ARH)

ED 293 168   CS 506 092

Sisson, Ralph R.; Gravetter, Fred
A Study of Muslim Names of Allah as Received by Westerners.
PUB DATE- Apr 88
NOTE- 23p.; Paper presented at the Annual Meeting of the Eastern Communication Association (79th, Baltimore, MD, April 27-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Islamic Culture; Language Research; Language Skills; *Metaphors; Rhetorical Criticism
IDENTIFIERS- God (Concept); *Muslims; *Names; Rhetorical Strategies; Semantic Differential Test for Language Attitudes

One way to understand the religion of Islam is to analyze the language and rhetoric of its users and listeners. A study examined the meaning behind the recitation of the 99 metaphorical names of Allah (God), translated from Arabic. Muslim rituals, of which this recitation is one, fulfill the basic principles of metaphors, which imply a framework of values or assume a response to the world. The use of the metaphorical approach for Islam is justified because of its concern with style of expression. The interactions of a religion's adherents and its symbols can be analyzed by rhetorical critics in an effort "to structure the persuader's strategies." The particular strategy employed in this study was to determine if the use of the names of Allah would influence and inform Western receivers. Subjects, 139 American, English-speaking undergraduates from the State University of New York College at Brockport, were given a semantic-differential test to discren if the 99 names were meaningful. The results indicated that most of the names were and thus are possibly useful as a rhetorical tool for informing and persuading. (Six figures and 12 references are appended.) (MS)

Waller, Andrew, Ed.; Clarke, Genevieve, Ed.
Developing World Communications. Second Edition.
International Inst. of Communications, London (England).
PUB DATE- 87
NOTE- 531p.; Photographs will not reproduce well.
AVAILABLE FROM- Grosvenor Press International, West Garden Place, Kendal Street, London W22 AQ, England ($24.95).
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Collected Works - General (020) Books (010)
DESCRIPTORS- *Broadcast Reception Equipment; *Broadcast Television; *Communications Satellites; *Developing Nations; Global Approach; Information Technology; Modernization; Radio; Technological Advancement; *Telecommunications
IDENTIFIERS- *Broadcast Transmission Equipment; International Communication; Third World

Designed to provide a means of disseminating expert information on the use of modern communications for development, the goal of this book is to contribute to the equitable sharing of such knowledge globally, and ultimately to the more effective use of the most appropriate equipment available. The book is divided into nine chapters, as follows: (1) Global Telecommunications (focuses on the demand for investment in telecommunications and the advent of satellite communications); (2) Telecommunications Management (presents information on bridging the telecommunications gap, the increasing need for computer based network management systems, and maintaining telecommunications networks); (3) Telecommunications Equipment (acquaints the reader with fiber optic lines, copper cables, intercoms, and other products); (4) Rural Communications (supplies information on developing rural telecommunication networks); (5) Mobile Communications (contains the recent technological achievements in the field); (6) Digitisation and Information Technology (explains recent advances in digital networking and information technology systems); (7) Power (discusses the importance of an uninterruptible power supply); (8) Satellites (examines the progress in satellite communications); and (9) Broadcasting (offers information about several aspects of broadcasting). Advertiser information is presented, including a chart correlating items of equipment with 120 companies. (MS)

ED 293 264 EC 202 463

Ysseldyke, James E.; And Others
Academic Engagement and Active Responding of Mentally Retarded, Learning Disabled, Emotionally Disturbed and Nonhandicapped Elementary Students. Research Report No. 4. Instructional Alternatives Project.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jul 87
NOTE- 34p.; For related documents, see EC 202 460-462.
GRANT- G008430054

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Comparative Analysis; Elementary Education; *Emotional Disturbances; Learning Activities; *Learning Disabilities; Mainstreaming; Mild Disabilities; *Mild Mental Retardation; Resource Room Programs; Special Classes; Student Behavior; *Student Reaction; Teaching Methods; *Time on Task

Observations were conducted to document the active academic responding and academic engagement rates of 122 elementary students (30 learning-disabled, 32 emotionally/behaviorally disturbed, 30 mildly mentally retarded, and 30 self-contained programs. Data were recorded in 10-second intervals for each student over an entire school day. During a typical school day, the average amount of academic engaged time across groups was a little over 2 hours, about 57% of the time they were observed. The average amount of active academic responding time was a little over 1 hour, about 28% of observed time. Management responses (such as raising hand, looking for materials, and waiting) accounted for a significant portion of the student's day, and inappropriate responses accounted for about 30 minutes. Over the entire school day, there were no significant differences in the array of responses made by the different categories of students. In general, students in special education settings spent more time actively engaged in academic responses than mainstreamed students did; inappropriate and management responses were higher in mainstream settings. (Author/JDD)

ED 293 292   EC 202 491

Burroughs, Sara Chalmers
You Show, I Grow! Project Enlightenment.
Wake County Public School System, Raleigh, N.C.
PUB DATE- 80
NOTE- 49p.; For related documents, see EC 202 488-497.
AVAILABLE FROM- Project Enlightenment, 501 S. Boylan Ave., Raleigh, NC 27603 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior Development; *Child Development; *Cognitive Development; *Early Childhood Education; Kindergarten Children; *Psychomotor Skills; *Sequential Approach; *Skill Development

This book is designed to help teachers, assistants, and volunteers who work in day care centers, preschools, and kindergartens teach basic skills to young children (ages 3-6) when they are ready to acquire the skill. Separate sections are provided for each of 11 skill areas: (1) listening; (2) memory; (3) colors; (4) counting; (5) geometric shapes; (6) sequencing; (7) cutting; (8) writing; (9) tying; (10) concepts; and (11) working independently/completing tasks. Each section summarizes the importance of the skill in the overall development of the child and cites signs that typically indicate a child is ready to acquire the skill. It then describes a variety of activities that can be used to help children through the series of progressive steps necessary to master each skill. Line drawings are used to illustrate the suggested activities. (VW)

ED 293 339 FL 017 315

Recker, Jo Ann M.
Jeu de Banque et Banque de Jeux: Proficiency-Oriented Strategies for Teaching the French Banking System.
PUB DATE- May 87
NOTE- 34p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Banking; Business Administration Education; *Business Communication; Class Activities; Classroom Techniques; Foreign Countries; *French; *Games; Higher Education; Instructional Materials; Language Proficiency; *Languages for Special Purposes; Second Language Instruction
IDENTIFIERS- ACTFL ETS Language Proficiency Guidelines; *France; *Jeu De Banque (The Bank Game)

Instructions and ideas for classroom use of "Jeu de Banque" (The Bank Game), an instructional game about the French banking system developed by the French Association of Banks, are presented. The structure and content of the game are discussed in terms of the American Council on the Teaching of Foreign Languages/Educational Testing Service (ACTFL/ETS) Language Proficiency Guidelines, the game is described section by section, and activities and techniques that use the game and are appropriate for intermediate and advanced level students are suggested. Appended materials include: the teacher's manual for the game (in French); the ACTFL/ETS guidelines' summaries of function, content, and accuracy for each proficiency level; and outlines of function, content, accuracy, and techniques appropriate to intermediate-to-advanced level language proficiency. (MSE)

ED 292 969 CE 049 896

Arnston, Joyce; And Others
PSI Postsecondary Model Curriculum for Office Careers.
Professional Secretaries International, Kansas City, MO.
PUB DATE- 88
NOTE- 67p.
AVAILABLE FROM- South-Western Publishing Company, College Division, 5101 Madison Road, Cincinnati, OH 45227.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Communication; *Clerical Occupations; *Clerical Workers; *Course Content; Curriculum Development; Job Training; Keyboarding (Data Entry); Office Machines; *Office Management; *Office Occupations Education; Office Practice; Postsecondary Education; Recordkeeping; Records (Forms); *Secretaries; Shorthand; Typewriting; Word Processing
IDENTIFIERS- *Professional Secretaries International

This model curriculum guide for a two-year postsecondary office occupations course is intended to define and develop the knowledge, skills, and attitudes needed by office professionals to integrate the office resources of people and technology. The curriculum guide is organized in three sections. The introductory section describes the Professional Secretaries International (PSI) model curriculum and the organization of PSI, as well as providing an explanation of the project that developed the curriculum, an overview of the curriculum, and suggestions for adapting the model. The second section provides complete course descriptions for the first year. Courses to be included are keyboarding, document formatting, administrative support systems and procedures, fundamentals of business communications, information processing concepts and applications, document production/word processing, professional development, applied business communications, advanced word processing applications, and advanced information processing applications. The third section provides course descriptions for the second year. Courses include office supervision, office systems and technology management, and preparation for the Certified Professional Secretary examination. Each course description contains a rationale and overview, considerations, objectives, an outline of course content, and references. (KC)

ED 293 008 CE 049 964

Job Placement Systems for Older Workers. Volume One: Research Findings, Case Studies, Program Models.

National Caucus and Center on Black Aged, Inc., Washington, DC.

SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.; Department of Labor, Washington, D.C.
PUB DATE- 88
NOTE- 286p.; For volume two, see CE 049 965. Also sponsored by Pizza Hut of America and the National Bank of Commerce.
CONTRACT- 90AM0160
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Delivery Systems; Displaced Homemakers; *Employment Programs; Federal Programs; *Job Placement; Job Search Methods; *Job Training; *Older Adults; Program Administration; *Program Effectiveness; Program Implementation
IDENTIFIERS- *Job Training Partnership Act 1982; *Older Americans Act 1965 Title V

This report describes a study that was undertaken to examine placement techniques and strategies that are effective in helping older workers find jobs. The study presents 23 case studies on successful older worker programs in 12 states. The information was gathered through on-site interviews and assembly of quantitative data. These case studies describe various placement strategies used to serve diverse client groups in different areas of the country and in varied economic environments. Programs participating in this study were Job Training Partnership Act (JTPA) 3 percent programs for training older workers, the Senior Community Service Employment Programs funded under Title V of the Older Americans Act, displaced homemaker programs, and several programs with private-sector funding. The case studies are also analyzed to describe the program models operating in each type of program. Each case study includes a narrative, descriptive statistics, placement outcomes, and name and address of a contact person. (KC)

ED 293 052 CG 020 700

Kolb, Frances Arick

Pregnant and Parenting Teens: Keeping Them in School. A Resource Packet.

Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 87

NOTE- 18p.

CONTRACT- 400-86-0005

AVAILABLE FROM- The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main Street, Andover, MA 01810 ($2.25 plus $2.50 postage and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adolescents; Advocacy; *Dropout Prevention; *Early Parenthood; Health Programs; Parents; *Pregnancy; Pregnant Students; Prevention; Secondary Education; Services; State Programs

This resource packet provides an overview of the wide variety of approaches used by educators, government officials, minority organizations, and foundations to reduce teenage pregnancy or to help teenagers who are pregnant or are parents stay in school. The first section lists, describes and gives the addresses and possible contact person of national organizations providing advocacy, publicity, and materials on teenage pregnancy. The second section (arranged by state) describes statewide initiatives and programs in New England and New York, outlining legislative proposals, policy recommendations, educational opportunities and other services resulting from these initiatives. The third section describes local programming on teenage pregnancy and parenting in the areas of prevention of teenage pregnancy and services whose goals may be educational or health related. The final section is a three-page bibliography on these topics: research/statistics on teenage pregnancy; resources on services for teenagers who are parents or pregnant; and curriculum and other materials for teenagers. (ABL)

ED 293 124 CS 211 115

Grade 12 Diploma Examination, English 30. Part A: Written Response. 1988 Edition.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jan 88
NOTE- 17p.; For related documents, see CS 211 116-120; for the 1985, 1986, and 1987 editions, see ED 263 569-581, ED 272 903-909, and ED 280 043-048.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; Reader Response; Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items; *Writing (Composition); Writing Evaluation; *Writing Skills
IDENTIFIERS- Alberta; *English Examinations

Intended for students taking the Grade 12 Diploma Examination in English 30 in Alberta, Canada, this test contains (1) general instructions; (2) a minor assignment consisting of a literature reading to which the students must write a personal response; and (3) a major assignment requiring students to show how the authors they studied in senior high school English classes illustrate ideas through setting, character, and/or events. The booklet contains space for planning and drafting the compositions, as well as for writing the revised work. (ARH)

ED 293 196 EA 019 861

Barnett, Bruce
The Principal and Secondary School Improvement. Reviews in Leadership, Summer 1987.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 9p.
CONTRACT- 400-86-0009
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- *Administrator Role; Case Studies; *Educational Change; *Educational Improvement; High Schools; Instructional Leadership; Leadership Styles; *Principals; Program Implementation; *School Effectiveness; *Urban Schools

Case studies of five urban high schools illustrate some important factors that appear to be crucial in determining whether or not reform efforts are implemented. Among these factors are the following: (1) teacher participation; (2) collegiality among staff members; (3) shared belief that change can occur; (4) leadership by the principal; (5) sharing of power and vision among staff; (6) a program that is congruent with the vision, and developed from a coherent set of ideas and beliefs about education; and (7) some early successes in implementing the program. Common problems during implementation include those with the environment, with people, and with the program. When principals attack problems with a repertoire of coping strategies, including a variety of vigorous managing and capacity-building interventions, there is greater likelihood that the school improvement program will be integrated into the school's overall operation. These case studies illustrate particular ways that secondary school principals can involve other staff members in the reform effort. (MLF)

ED 293 224 EA 019 981

Key Statistics for Public Elementary and Secondary Education: Early Estimates, School Year 1987-88. Early Estimates.

Center for Education Statistics (OERI/ED), Washington, DC.

REPORT NO.- CS-88-014
PUB DATE- Dec 87
NOTE- 8p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Finance; *Educational Trends; Elementary School Teachers; Elementary Secondary Education; Enrollment; Enrollment Projections; Expenditure per Student; Government Publications; High School Graduates; National Surveys; *Public Schools; School District Spending; *School Statistics; School Surveys; Secondary School Teachers; Tables (Data); Teacher Student Ratio

This is the first in a new series of early estimates for public elementary and secondary education in the United States reported by the Center for Education Statistics (CES). Early estimates are key statistics reported early in the school year and include the numbers of students in membership, of teachers, and of high school graduates and total current expenditures for the operation of public elementary and secondary schools. These estimates are either preliminary actual counts for individual states, estimates derived by states for CES, or imputations developed by CES using a combination of state-specific and national data. (Author)

ED 293 238 EC 202 087

Leles, Sam; Culliver, Concetta C.

The Effects of a Computer-Assisted Instruction Program on Peer Acceptance, Teacher Acceptance, and Self-Concept of Mildly Handicapped Students.

PUB DATE- 19 Nov 86

NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Computer Assisted Instruction; Emotional Disturbances; Grade 5; Intermediate Grades; Learning Disabilities; *Mainstreaming; *Mild Disabilities; Mild Mental Retardation; *Peer Relationship; *Self Esteem; *Teacher Student Relationship

IDENTIFIERS- *Alabama (Tuscaloosa)

A study was undertaken to determine the effects of a computer-assisted instruction (CAI) program on the self-concept of mainstreamed, mildly handicapped fifth-grade students (labeled learning disabled, emotionally conflicted, and educable mentally retarded) attending 13 different elementary schools in Tuscaloosa County, Alabama. A control group (N=46) and an experimental group (N=46) were identified using random selection. A literature review had revealed that while efforts to integrate mildly handicapped students into regular classrooms have increased, much evidence existed that these students are not well accepted in mainstream situations by teachers and peers. Negative self-concept appeared to play a significant role, and several researchers have investigated the potential uses of CAI for improving self-concept in learning-disabled and other handicapped students. Results of this study showed that CAI does not, in and of itself, lead to a positive self-concept in students. Only one aspect of self-concept, physical appearance and attitudes, was affected by CAI. The study confirmed the realization that instructional programs for mainstreamed, mildly handicapped students require considerably more research in order to identify how CAI might effectively influence the self-concept of such students. (Author/VW)

ED 293 278 EC 202 477

Broussard, Rolland L.; Verret, Ann Brown

A Study of Selected Learning Disabled Students in Secondary Resource and Alternative Programs Relative to Levels of Intelligence and Achievement.

PUB DATE- 13 Nov 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Rating; Grade 10; Graduation Requirements; High Schools; *Intelligence Differences; Intelligence Quotient; *Learning Disabilities; *Resource Room Programs; *Self Contained Classrooms; Special Education; *Student Evaluation
IDENTIFIERS- *Louisiana

Two groups of learning disabled (LD) secondary school students (ages 16-18) were studied to determine if such factors as levels of intelligence and achievement contribute to success in high school. The first group of students (N=10) were sophomores enrolled in special education resource classes for one period each day and were addressing Louisiana state criteria for high school graduation. The second group of students (N=10) were second-year students enrolled in an alternative special education program addressing separate minimum standards and pursuing a certificate of achievement. The study sought to identify and compare differences in intelligence and achievement that resulted in the students being placed in one group or the other. Results indicated a significant difference between the two groups in educational achievement scores, particularly in reading and arithmetic, favoring the first group comprised of resource students. No significant differences appeared for IQ scores. (VW)

ED 293 323 FL 017 299

Hashmi, Mahmud S.
Marketing in the Islamic Context.
PUB DATE- May 87
NOTE- 19p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Standards; Business Administration Education; Business Communication; Cultural Traits; *Intercultural Communication; *International Trade; *Islamic Culture; *Marketing; Moral Values; *Social Values

The implications of the Islamic religion and culture for marketing strategies and practices are discussed. An introductory section describes the Islamic population and its segments, and gives some historical background about the religion. A list of the principal tenets and practices of the Islamic faith, and the specific marketing implications of each, follows. These include: shahada (the profession of faith), salat (worship), saum (fasting), zakat-alms (giving), haj (pilgrimage to Mecca), riba (usury), family obligations, the supremacy of life and environmentalism, and mannerisms and food. It is concluded that Islamic religion is both private and public and permeates the whole fabric of the society, creating characteristics and habits in the market that successful marketing must accommodate. (MSE)

ED 292 955 CE 049 799

Eddy, David, Ed.; Garb, Gill, Ed.
The World According to Women.
World Education, Inc., Boston, MA.
PUB DATE- 87
NOTE- 25p.
AVAILABLE FROM- World Education, Inc., 210 Lincoln Street, Boston, MA 02111.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Adults; *Developing Nations; *Economic Development; *Females; *Feminism; Foreign Countries; *Womens Studies
IDENTIFIERS- Appalachia; Kenya; Philippines; Sri Lanka

This issue of Reports Magazine focuses on the challenges that women face and their efforts to continue the struggle for a wider recognition in development and all other spheres of life. "Feminist Issues in Development" (Peggy Antrobus) discusses how feminist analyses offer critiques of conventional approaches to development that highlight the structures and systems that oppress all people, especially poor women. The individual struggle is captured in "Nancy's Story" (Nancy Robinson), which describes a woman's awakening to her own strengths and her life's new sense of purpose in Appalachia. "Superwoman in the Third World" (Elayne Clift, Merle Goldberg) is a brief comment on the burden that development has put on women. Based on anthropological research carried out over two years in Kenya, "Buying Power?" (Martin Walsh), an analysis of women's groups, shows how women's views of their situation can be very different from that of development planners. A report focuses on how prostitution in the Philippines is tied to global militarization and national debt. Three books are reviewed: "Doing a Feasibility Study," "Rural Women and State Policy: Feminist Perspectives on Latin American Development," and "Hopeful Openings." In a field report, Jaya Gajanayake describes how village women in Sri Lanka learned to trust their own judgment and work together to overcome traditional barriers to change. (YLB)

ED 292 981 CE 049 910

Parsons, Cynthia
The Bridge: Cooperative Education for All High School Students.
William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
PUB DATE- 88
NOTE- 116p.; A product of Youth and America's Future. For other papers in this series, see CE 049 906-912 and CE 049 914.
AVAILABLE FROM- Institute for Educational Leadership, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036-5541 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Cooperative Education; Educational Benefits; *Educational Needs; *Education Work Relationship; Financial Support; High Schools; Instructor Coordinators; *Program Content; *Program Improvement; Teacher Role; *Vocational Education; Vocational Education Teachers; Work Experience Programs; Work Study Programs

Every high school student should not only be provided with appropriate academic instruction but with supervised work experience as well. For the past 70 years, the number of students in cooperative education programs has grown steadily. Despite these steady gains, the best estimates place no more than 10 percent of all vocational education students in cooperative education programs today. It is true that traditional vocational/technical classrooms and shops can provide an introduction to a job or career path; however, they cannot instill good work habits or provide the reality and immediacy of an actual job placement. Cooperative education programs need guidance counselors and cooperative education coordinators who can broker job placements, match students with appropriate jobs, and hold seminars or workshops emphasizing good work habits. In cooperative programs, work supervisors become part of the "faculty" in the sense that they guide, grade, counsel, and teach students. Vocational teachers must in turn adjust course offerings and the curriculum to integrate course work not only with students' job demands but with their full academic schedules as well. In other words, employers and school officials must work hand in hand to ensure that basic work and career lessons are learned. The goal of cooperative education should be to replace the floundering between school and career with connectors, ties, links, and bonds. (This paper includes commentaries by Roy L. Wooldridge, David H. Lynn and Dennis Gray, and Morgan V. Lewis.) (MN)

ED 293 037   CG 020 685

Grimes, Jeff, Ed.; Happe, David, Ed.
Best Practices in the Supervision of School Psychological Services.
Iowa State Dept. of Education, Des Moines.
PUB DATE- 87
NOTE- 150p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; *Psychological Services; *School Psychologists; *Supervision

This document contains 13 articles concerned with the best practices in the supervision of school psychological services. Included are: (1) "Motivating and Encouraging Staff" (John Anderson); (2) "Orienting New Staff to Professional Life in the Area Education Agency" (Bruce F. Jensen); (3) "Program Research, Development and Review in School Psychology" (Joe Ulman); (4) "Individualized Growth of Professionals" (Ed Smith); (5) "Administrative Communication" (Howard Jensen); (6) "Promoting and Expanding Professional Services and Roles" (Jack Montgomery); (7) "Designing and Providing Inservice for School Psychologists" (Dennis Sinclair); (8) "Best Practices in Personnel Evaluation" (Ron Jordan); (9) "Best Practices in Staff Morale, Spirit and Comradery" (Thomas Ciha); (10) "Operations of a Staff without a Designated Supervisor" (Jens B. Simonsen); (11) "Recruitment" (Larry Gile); (12) "The Supervisor as Practitioner" (Harvey A. Disenhouse); and (13) "Resolution of Staff Problems" (Jeff Hamarstrom). (NB)

ED 293 067 CG 020 715

Alcohol and Drug Defense Program Manual on Comprehensive K-12 School-Based Prevention and Intervention Alcohol and Drug Services.

North Carolina State Dept. of Public Instruction, Raleigh. Alcohol and Drug Defense Program.

PUB DATE- 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Alcohol Abuse; *Drug Abuse; Elementary Secondary Education; Intervention; *Prevention; *Program Development; *School Activities; Student Problems; *Substance Abuse
IDENTIFIERS- *North Carolina

This document presents a manual to help program developers plan for a comprehensive school and community-based response to the drug problem as required by the Drug-Free Schools and Communities Act. Part I explains the purpose of the manual and discusses other work being conducted by the North Carolina Alcohol and Drug Defense Program. Part II examines the basis for a sound community effort, explaining the purpose and establishment of a local advisory council and discussing school policies. Part III presents model school-based prevention program components. Four program components are listed, an alcohol and other drug education curriculum is presented, and basic performance standards for alcohol and drug education are stated for kindergarten through grade 3, grades 4 through 6, grades 6 through 8, and grades 9 through 12. Part IV, Model School-Based Intervention Program Components, discusses the case for school-based early intervention programs, the early identification process, assessment, referral, the development of in-school referral resouces, coordination with community resources, and follow-up and aftercare services. Brief summaries are provided of these types of school-based intervention programs to serve youth: (1) student assistant programs; (2) natural helper/peer helper programs; (3) alternate to expulsion programs; and (4) alternate schools. (NB)

ED 293 140 CS 211 132

Hawisher, Gail E.

Research in Computers and Writing: Findings and Implications.

PUB DATE- Apr 88
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Tables of data may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Computers; *Computer Uses in Education; Cultural Context; Elementary Secondary Education; Higher Education; *Research Needs; Research Tools; *Word Processing; Writing (Composition); Writing Processes; *Writing Research; Writing Skills
IDENTIFIERS- Computer Resources; Writing Contexts

In recent research on the computer there is an optimistic outlook, i.e., the promise of this new tool in fostering learning and literacy. But an examination of 33 studies (experimental, case, and ethnographic) also indicates deficiencies in computers and writing research. Two drawbacks seem to be the lack of rigor in both quantitative and qualitative investigations and the danger of dismissing previous research before the field has a chance to define and establish itself. Few studies have examined how computers affect and interact with the cultural context or learning environment in which they are used--either for writing or for instruction. Many studies lacked detail in the context in which the research was conducted or failed to include and describe the word processing package. In an attempt to add to the cumulative knowledge in computers and composition researchers should: (1) develop qualitative studies that often can provide rich description, revealing patterns, and themes that can then be studied through quantitative methods; (2) establish studies that examine a range of variables; (3) organize longitudinal studies with writers and word processing; (4) formulate studies that look into writers who use word processing all the time for composing; (5) examine, for instructional context, how computers interact with the activities of the classroom; and (6) investigate studies that record writers' generation and revision of texts. (Two tables are included and 50 references are appended.) (MS)

ED 293 251 EC 202 100

Markoff, Annabelle M.
The Test of Thought and Language.
PUB DATE- 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Auditory Perception; Cognitive Development; Dyslexia; *Expressive Language; Grade 1; *Language Acquisition; Linguistics; *Listening Comprehension; Primary Education; *Reading Difficulties; *Reading Readiness; *Receptive Language; *Test Construction; Visual Perception
IDENTIFIERS- Analogies; Test of Thought and Language

The paper describes the development of the "Test of Thought and Language" (Total) which is intended to allow first grade teachers to determine if students are ready for phonics instruction or if, for some students, the curriculum should first develop language concepts, structures and thinking processes. Background information for the test's development includes an historical overview of reading instruction, and discussion of developmental issues, effectiveness of early intervention, the myth of static development, and dyslexics and reading instruction. Noted is the familiar pattern of students with high word reading scores, lower scores on oral reading tests, and much lower scores on silent reading tests suggesting the need for more emphasis on reading comprehension. The test is structured according to a matrix using the following perceptual parameters--auditory/receptive (listening), vocal motor/expressive (speaking), visual/receptive (reading), and visual motor/expressive (writing)--against linguistic parameters--semantic, syntactic, morphologic, and phonologic. A relationship between listening comprehension, verbal analogy skill and silent reading comprehension was observed. Specific subtests examined the following skills: listening comprehension, analogies, vocabulary, grammar, and word discrimination. Additional subtests for non-English speaking or language deficient children evaluate spontaneous drawing, copying, figural analogies, and visual arithmetic. (DB)

ED 293 293 EC 202 492

Coley, Elise D., Ed.
I Can Do It. Project Enlightenment.
Raleigh Public Schools, N.C.
PUB DATE- 73
NOTE- 49p.; For related documents, see EC 202 488-497.
AVAILABLE FROM- Project Enlightenment, 501 S. Boylan Ave., Raleigh, NC 27603 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Development; Family Environment; Home Programs; *Parent Education; *Parent Role; *Play; *Preschool Education; *Skill Development

This book is designed for use by parents at home to help them encourage the development of necessary skills in their preschool-age children through play and other daily living experiences. The activities are presented as a series of short paragraphs written in the first person from the child's perspective with a box that the child can check when he or she accomplishes the task described. The experiences are intended to strengthen the use of the child's five senses, enhance the acquisition of language and prereading skills, provide opportunities for conceptual growth through reasoning and independent observation, and encourage social growth and development. Specific activities take advantage of routine household chores such as grocery shopping, cooking, and cleaning as well as outside play and visits to community facilities (e.g., parks, schools, fire stations) as potential learning opportunities. The three sections group the activities by those occurring inside the house, those immediately outside the house, and those in the neighborhood. A section at the end of the book reviews each of the skill areas that are important to a young child's growth in terms of how the skills are acquired and how they contribute to later development. (VW).

ED 293 308 FL 017 284

Bush-Bacelis, Jean L.
A Language Educator's First Sale: To Globalize Business
Communication.

PUB DATE- May 87
NOTE- 10p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; *College Second Language Programs; Cooperation; *Curriculum Development; Global Approach; Higher Education; *International Trade; Interprofessional Relationship; *Languages for Special Purposes; Second Language Instruction
IDENTIFIERS- Eastern Michigan University

The business communication course, required in most colleges and schools of business, may be the best place for language educators to begin to help globalize the curriculum. In these courses, students are taught communication theory, business writing, oral business communication, leadership, meeting participation, and various functions used in daily business. Language educators and their business education counterparts can work together to internationalize this portion of the curriculum. Through the course, students can become prepared to solve business problems in ways that consider cultural differences as an important variable, and can learn to prevent or minimize written, oral, and nonverbal communication problems in the workplace. Eastern Michigan University has established such a course combining traditional business communication with intercultural communication. In it, students must write a marketing report including audience analysis, product analysis, development of a sales plan, and implementation and follow-up using insights gained from the internationalized course content. (MSE)

ED 292 995 CE 049 936

Ediger, Marlow
Relevancy in the Vocational Education Curriculum.
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Needs; *Educational Objectives; *Educational Philosophy; *Educational Psychology; Education Work Relationship; Foundations of Education; *Relevance (Education); Secondary Education; Student Evaluation; Teaching Methods; *Vocational Education

Vocational education is for all students; however, goals for student attainment should be relevant. Achievement of sequential goals should help each student qualify for a position in the world of work. Stressing communication skills can help prepare students for whatever work they choose. Learning opportunities for students to achieve objectives need to follow selected principles of learning from the psychology of education. These principles include the following: (1) secure the student's interest; (2) help students perceive meaning in ongoing tasks; (3) meet student needs; (4) provide sequential learning for students; (5) provide positive reinforcement; and (6) accept each student. Students should be evaluated so that teachers can determine what students have not understood. The teacher should also conduct self-appraisal by asking such questions as "Were students interested in the learing opportunities?"; "Was an appropriate sequence used?"; "Were students given assistance as needed?" Vocational education needs to emphasize the concept of excellence in the curriculum. Excellence in teaching and excellence in student achievement are musts in ongoing course work. (KC)

ED 293 023 CG 020 671

Sugaya, Yoshiko
A Study of Aging in Society: Life-Course Analysis.
PUB DATE- Jul 87
NOTE- 11p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (9th, Tokyo, Japan, July 12-16, 1987). Cover States, In Japanese: Report No. 19 from the Life Science Institute of Miyagi University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Aging (Individuals); Cross Cultural Studies; Cultural Influences; *Daughters; *Family Relationship; Foreign Countries; *Life Satisfaction; *Marriage; *Mothers; Rural Urban Differences
IDENTIFIERS- *Japan

The timing and order of life events must be studied from both cross-cultural and cross-temporal approaches since timing and order of life events in the aging process vary with sociohistorical change in different societies. This study examined the timing of marriage from the life-course perspective. Subjects were 52 rural Japanese mothers between the ages of 55 and 69 who were interviewed on the life events in the family of orientation and those in the family of procreation, and 117 rural Japanese daughters-in-law between the ages of 26 and 40. Differences were examined between Japan and the United States, between rural and urban communities, and between the older and younger generations. Results concerning the marriage rate, the average age at first marriage, and the respondents' perceptions of the age at which they married revealed that demographic, material, and normative factors shaped the patterns of the aging process. (Author/NB)

ED 293 083 CG 020 731

Hurst, Hunter, Ed.; And Others
Parents.
National Center for Juvenile Justice, Pittsburgh, Pa.
REPORT NO.- ISBN-0-910099-08-01
PUB DATE- Dec 86
NOTE- 80p.; For volumes 1-4, see CG 020 728-730.
AVAILABLE FROM- National Center for Juvenile Justice, 701 Forbes Avenue, Pittsburgh, PA 15219 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; Children; *Delinquency; *Delinquency Causes; *Parent Child Relationship; Parent Education; *Parent Influence; Parent Role; *Prevention

This document contains the fifth volume of "Today's Delinquent," an annual publication of the National Center for Juvenile Justice.

This volume deals with the issue of the family and delinquency, examining the impact of parental behavior on the production of delinquent behavior. "Parents: Neglectful and Neglected" (Laurence D. Steinberg) posits the thesis that identifiable behaviors of parents determine precisely when a child will begin violating the law, how serious the crime will be, and how long the behavior will persist. It identifies the parental behaviors that cause delinquency and the societal behaviors that cause parents to be derelict in rearing their children, and proposes a set of interventions tailored to prevent the onset of each identified type of delinquent behavior. "Parenting and Delinquency: Parent Training and Delinquency Prevention" (David P. Farrington) compares and contrasts Steinberg's theses about delinquency causation and control with his own research findings, and questions Steinberg's assumptions about the causes of delinquency. "From Behavioral Science to Social Policy: Look before You Leap" (Arden E. Melzer) responds to Steinberg's theses, criticizing Steinberg's suggestion that 12-month secondary schooling for all children and parent effectiveness training for children and adults will prevent juvenile delinquency. (NB)

ED 293 097 CS 009 100

Marcinkiewicz, Valerie
The Effects of Computer Assisted Instruction on Reading.
PUB DATE- Apr 88
NOTE- 29p.; Master's Thesis, Kean College. Some pages may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Educational Media; Individualized Instruction; Learning Problems; Minority Groups; Reading Comprehension; Reading Difficulties; *Reading Instruction; *Remedial Instruction; Secondary Education
IDENTIFIERS- *Computer Assisted Remedial Education

To provide more information on whether computer assisted instruction (CAI) is an effective means of reading remediation, a study examined two ninth grade classes (15 students per class) to determine what differences, if any, existed after remediation of the experimental sample's deficiencies with CAI. The classes were primarily Black, with four Hispanic students and one Vietnamese student, from an urban-suburban community. Both the control and experimental samples were pretested with the High School Proficiency Test (HSPT). The control sample received direct instruction in a classroom setting for five 43-minute periods per week, while the experimental samples received three 43-minute periods of direct instruction plus CAI for two 43-minute periods per week. Results from a posttest indicated that the experimental sample showed no significant difference when contrasted with the control sample, and that the control group showed a mean gain of two points over the experimental sample. (Two tables listing the mean, standard deviation, and t of the pretests and posttests for the experimental and control groups are included, and tables of the pretest and posttest results of the two groups, a skills array of HSPT reading specifications, and 26 references are appended.) (MM)

ED 293 111 CS 009 118

Sawyer, Myrtie L.; And Others
Reading Comprehension of Sixth Grade, Good and Poor Readers: A Developmental and Methodological Investigation.
PUB DATE- Apr 88
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Cognitive Processes; Grade 6; Intermediate Grades; Metacognition; Reader Response; Reader Text Relationship; *Reading Comprehension; Reading Difficulties; *Reading Processes; Reading Research; Reading Skills; *Reading Strategies; Recall (Psychology)
IDENTIFIERS- Apple II Plus; Causal Analysis; *Selective Attention; Text Learning

To understand better how readers learn and recall text information, a study examined one prose learning approach--the selective attention strategy (SAS)--in which text elements are processed, given various degrees of attention, and learned according to their perceived importance. Fifty sixth grade students from an inner city school in a large western city were classified as "good" readers--those scoring above the 80th percentile on the Stanford Achievement Test (SAT)--and "poor" readers, who scored below the 40th percentile. Subjects were divided into three groups: subjects in Group 1 were told to remember the color of the items mentioned in the text; Group 2 subjects were told to remember food and drinks; and Group 3 subjects were told to remember the main ideas of the text. The text was shown in segments of two or three sentences on Apple II+ computer monitors. Probes were sounded at intervals throughout the text; when a probe sounded, subjects were told to immediately press the space bar. After completing the passage each student was given a short answer posttest, and was interviewed using the "Awareness Strategies Interview." Results indicated that although both good and poor readers could successfully employ the SAS, good readers learned more information from a text in general and were more competent at the type of selective learning implied by the SAS. Causal analyses, however, reveal that only the good readers showed any indication of using the SAS in a causal fashion. (Four tables are included and 24 references are appended.) (MM)

ED 293 155 CS 211 153

Kellogg, Ronald T.
Knowledge and Strategy in Writing.

PUB DATE- Nov 87
NOTE- 27p.; Paper presented at the Annual Meeting of the Psychonomic Society (Seattle, WA, November 6-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cluster Grouping; Cognitive Development; *Cognitive Processes; Cognitive Psychology; Educational Strategies; Higher Education; *Learning Strategies; *Outlining (Discourse); *Prewriting; *Writing (Composition); Writing Exercises; *Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- Clustering (Learning); Cognitive Research; *Knowledge; Knowledge Development; Thinking Skills; Writing Strategies

A study focused on how the writer's knowledge of the language and use of a prewriting strategy for planning ideas affect the quality and efficiency of the writing. Three hypotheses were developed about how knowledge and strategy might influence writing performance: (1) independence (predicts that knowledge and strategy will independently improve writing performance); (2) compensation (contends that content or knowledge and tactics or strategy are two paths leading to the same destination); and (3) enabling (postulates that knowledge and strategy interact, but not in a compensatory manner). College students were given writing problems (adapted from the Law School Admissions Test) that called for analytic thinking and informative writing. Judges then rated the documents for content quality and style quality. The conclusions of the analysis showed that: the results best conform to the independence hypothesis; outlining, but not clustering, is an effective prewriting strategy; and outlining improved the quality of written documents and enhanced the fluency of language production during drafting. (Eight figures and two tables are included, and 15 references are appended.) (MS)

ED 293 169 CS 506 093

Lee, Ronald; Lee, Karen King

Distinguishing the Ordinary and Technical Senses of Validity.

PUB DATE- Apr 88
NOTE- 14p.; Paper presented at the Annual Meeting of the Central States Speech Association (Schaumburg, IL, April 16-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Performance Factors; *Persuasive Discourse; Public Speaking; Rhetorical Criticism; Rhetorical Invention; Speech Communication; *Validity
IDENTIFIERS- Context Dependence; *Rhetorical Theory; Validity Research

Although scholars have tried to identify validity as a single characteristic, an alternative path treats validity as a confluence of characteristics, a multifaceted concept that is a product of the function of argument in a given context. From a functional perspective on argumentation, validity criteria change as the speaker's purpose is redefined in various circumstances. The arguer's motive, the demands of the scene, and the predispositions of the audience may well be the key determinants of validity and thus the rationality of any argument. As in Robert Rowland's essay "On Defining Argument," argument can be defined as an activity in which people support claims by offering reasons, the purpose of the activity being to act rationally. However, this definition should be expanded to include the notion that determination of rational argument is dependent on full regard for the richness of the rhetorical situation. Ordinary speakers, socialized in the rules of common discursive practice, can identify relevant validity characteristics in the variety of situations in which they find themselves. Teachers of argument should aim to develop a critical attitude in students that will allow them to separate worthy and unworthy claims in the variety of circumstances that make up argumentative practice. (Seventeen footnotes are appended.) (MM)

ED 293 183 CS 506 108

Dobkins, David H.; And Others

The Communicative Response Repertoire of Children's Television Cartoon Characters.

PUB DATE- Oct 87

NOTE- 15p.; Paper presented at the Annual Meeting of the Popular Culture/American Culture Association in the South (October 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Cartoons; Childhood Attitudes; *Childrens Television; *Commercial Television; Cultural Images; Females; Intermediate Grades; Media Research; Popular Culture; Role Models; Socialization; Stereotypes; Television Viewing

IDENTIFIERS- Social Learning Theory

In order to determine some of the effects of children's television, a study investigated the communicative response repertoire of primary female characters in Saturday morning children's cartoons as perceived by children. Those perceptions were then compared with those of the researchers, formulated through previous studies, showing a relationship between violent television programs and levels of aggression. An additional consideration was that these programs may provide a set of role models from which children learn a repertoire of potential behaviors. Subjects, 61 fourth and fifth graders from a Louisiana elementary school, were tested to ascertain their perceptions of the principal female characters in six of the top ten morning cartoon programs. Results demonstrated differences between researchers' and children's perceptions, with the latter perceiving the characters with somewhat more balance and flexibility. Data seems to indicate that researchers should not assume that the child's perception of the communicative response repertoire of these characters is either uniform or in conformity with adult perceptions. (Twelve references are included.) (MS)

ED 293 211   EA 019 953

Mbuyi, Dennis M.
Beyond Policy and Language Choice: An Analysis of Texts in Four Instructional Contexts in East Africa. Special Studies in Comparative Education, Number Eighteen.
State Univ. of New York, Buffalo. Comparative Education Center.
REPORT NO.- ISBN-0-937033-08-1
PUB DATE- Feb 87
NOTE- 77p.
AVAILABLE FROM- Publication Sales, Comparative Education Center, 428 Baldy Hall, SUNY at Buffalo, Amherst, NY 14260 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- African Culture; *African Languages; *Bilingual Education; Course Content; Curriculum; *Educational Policy; Elementary Education; *Language of Instruction; Multicultural Textbooks; Politics of Education; *Relevance (Education); Swahili; Textbook Bias; Values
IDENTIFIERS- *Kenya; *Tanzania

This study compares the English and Swahili language texts used in the primary grades in Kenya and Tanzania in order to ascertain the role of language in determining the content of instruction and to relate the content of these texts to significant characteristics of governmental educational policy and the values underlying them. The introductory section is a general discussion of the political implications of language policies in multilingual nations and the problems resulting from attempts to institute instruction in the mother tongue. The design of the ensuing study is based on two major assumptions: (1) that educational policy and school texts are good indicators of societal "core" values and future orientations; and (2) that salient policy features and values will likely be translated into school texts. Content analysis is used to examine data from four sets of instructional contexts: Kenya/English, Kenya/Swahili, Tanzania/English, and Tanzania/Swahili. The findings are organized around the following broad categories: daily life, Africanization, bases for legitimating knowledge, self-help, egalitarianism, value of education, work emphasis, national integration, rural development, African traditions, and cooperative behavior. The subsequent discussion focuses on cross-national contexts (that is, English medium and Swahili medium perspectives irrespective of national boundaries) and within-nation contexts (relating to salient policy features in each country. Six statistical tables are appended, along with footnotes and a list of government and party official documents and school texts from each country. (TE)

ED 293 225 EA 020 211

Klauke, Amy
Magnet Schools. ERIC Digest Series Number EA 26.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- OERI-R-88-005
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling charge per request).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Access to Education; *Educational Innovation; Elementary Secondary Education; Individualized Education Programs; *Magnet Schools; *Nontraditional Education; *School Choice; *School Desegregation; School Effectiveness; Tokenism; Urban Schools

In order to facilitate the transition to a multiracial community and to meet the prevailing desire for academic excellence, magnet schools have arisen in urban areas throughout the country. These schools meet racial quotas through voluntary enrollment and open access, promote integration through cooperative learning practices, emphasize personal goals rather than competition, and facilitate individualized instruction. As a result, they improve minority achievement without hurting white achievement, and challenge the assumption that standardization is the most equitable system. Magnet schools are criticized, however, for undermining the concept of fairness through standardization and for tokenism, since they draw only the best students and leave most minority students worse off than before. Magnet schools must therefore appear attractive but not elitist by appealing to interest rather than ability, and diverse but not second-rate by providing sound criteria and objectives. To avoid tokenism, a broad array of magnets should be established so that all children have the real option to attend schools of their choice. (TE)

ED 293 340   FL 017 316

Chaisson, Arthur P.
Entre Nous: A Tutorial Approach to the Teaching of Business French.
PUB DATE- May 87
NOTE- 22p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; Business Communication; College Second Language Programs; Degree Requirements; *Economics Education; Foreign Students; *French; Higher Education; *Interdisciplinary Approach; *International Trade; *Languages for Special Purposes; Majors (Students); Program Descriptions; Second Language Instruction; *Tutorial Programs
IDENTIFIERS- *Suffolk University MA

Suffolk University (Massachusetts) has developed a degree program in international marketing in French and Spanish that links curricula in the economics department and the department of humanities and modern languages. Language tutorials are mandatory for students in the international economics major. The tutorials are taught by native French- and Spanish-speaking foreign students on campus. The structure of this program and details of its place in the interdisciplinary and language programs are described. Aspects of the program discussed include its history, organization, advantages over the use of adjunct faculty, disadvantages, point of conjunction with the economics major, instructional approaches and resources, placement, internships, student financial aid, and current participation rate. Appended materials include descriptions of the economics, French, accounting, marketing, and finance courses in the international economics program, a list of texts used in the French courses, and a bibliography for the tutorials. (MSE)

ED 292 970 CE 049 898

Berryman, Sue E.
Education and the Economy: What Should We Teach? When? How? To Whom? Occasional Paper No. 4.
National Center on Education and Employment, New York, NY.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 88

NOTE- 15p.; Paper presented at the Distinguished Speaker Series in Adult Learning, City University of New York (New York, NY, March 30, 1988).
GRANT- G008690008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Education; Cognitive Style; *Economic Change; Economic Factors; *Educational Change; *Educational Needs; Educational Trends; *Education Work Relationship; Elementary Secondary Education; *Futures (of Society); Postsecondary Education; Vocational Education

Economic changes and demographic realities may require fundamental changes in what individuals need to learn, how and when they need to learn it, and who needs to learn it. Examination of three strands of research should clarify these issues. The first strand consists of research on changes in the nature and structure of work and in the capacities required for work: it bears on what schools should teach. This research shows that both the service and manufacturing industries are moving from a production-oriented to a product-oriented world, from mass production to flexible production. These changes require both basic skills and more higher order thinking, even for jobs that are usually thought of as lower skill. The second strand of research relates to how schools should teach. This strand is pioneering work in cognitive psychology on nonschool learning and its implications for how formal learning is restructured. This work implicitly challenges the traditional distinctions between head and hand, academic and vocational education, education and training, and school-based and work-based learning. The final research strand involves at-risk learners as rational decision makers. This research suggests that school-based learning is not particularly related to out-of-school activity for any individual; however, what is taught in traditional schools and remedial programs seems less relevant to those persons who lack the ability or desire to enter professional occupations. (KC)

ED 293 009 CE 049 965

Job Placement Systems for Older Workers. Volume Two: A Planning Framework. Placement Tools and Techniques.

National Caucus and Center on Black Aged, Inc., Washington, DC.

SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.; Department of Labor, Washington, D.C.

PUB DATE- 88

NOTE- 137p.; For volume one, see CE 049 964. Also sponsored by Pizza Hut of America and the National Bank of Commerce.

CONTRACT- 90AM0160

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; Delivery Systems; Displaced Homemakers; *Employment Programs; Federal Programs; *Job Placement; Job Search Methods; Job Training; *Older Adults; Program Administration; *Program Effectiveness; *Program Implementation

IDENTIFIERS- *Job Training Partnership Act 1982; *Older Americans Act 1965 Title V

This volume is a continuation of Volume One of a technical assistance guide on job placement systems for older workers. The focus of this volume is on program operations and planning a job placement system for older adults. This volume consists of two chapters. The first chapter presents a general planning framework for designing and managing older worker placement systems. The seven-step model prescribes (1) assessing the local situation; (2) setting goals and objectives; (3) designing program services; (4) designating participant flow; (5) selecting staff; (6) operating the program; and (7) evaluating the program. The second chapter presents information on placement tools and techniques used by older worker programs that have been successful in placing older adults. The focus of this chapter is on assessing the skills and abilities of the older participant and developing an employment plan that will result in a private-sector job for the participant. Techniques encompass recruitment and outreach networking, intake, assessment, supportive services, basic education, job search and occupational skills training, job development, and follow-up. (KC)

Grimes, Jeff, Ed.; Thomas, Alex, Ed.
Psychological Approaches to Problems of Children and Adolescents. Volume III .
Iowa State Dept. of Education, Des Moines. Div. of Instructional Services.
PUB DATE- 87

NOTE- 270p.; For Volume I, see ED 232 082; for Volume II, see ED 265 456.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Counseling Techniques; *Elementary Secondary Education; School Psychologists; *Self Destructive Behavior; *Sexuality; Student Problems; *Study Skills; *Suicide

This document is the third volume of special topics dealing with the behaviors of children and adolescents developed as a resource for school psychologists in Iowa. Each of the four chapters in this volume deals with a separate topic and typically includes background information concerning the topic, approaches regarding assessment of the behavior of concern, intervention possibilities, monitoring methods, and other considerations. "Assessment and Remediation of Study Skill Deficits in Secondary Students" (Joan E. Kuepper) discusses study skill deficits from the aspect of assessment techniques and intervention strategies. "Sexually Active Children and Adolescents" (Susan Hatfield) constitutes an overview of sexuality and the school-aged child spanning sexual development, activity, adjustment problems, fears, and handicapping conditions. "Self-Injurious and Stereotypic Behavior in Children and Adolescents" (Susan Epps) examines both biological and behavioral approaches to the treatment of self-injury and stereotypy. "A Framework for the Introduction of Suicide" (Marcel Slaats) highlights the history of suicide, briefly discusses the theories of suicide, reviews the research, and emphasizes assessment and intervention of suicide. Reference lists are included. (NB)

ED 293 053 CG 020 701

Hawkins, J. David; Nederhood, Britt
Handbook for Evaluating Drug and Alcohol Prevention Programs: Staff/Team Evaluation of Prevention Programs (STEPP).
REZA Corp., Washington, DC.
SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.

REPORT NO.- DHHS-ADM-87-1512
PUB DATE- 87
NOTE- 122p.
CONTRACT- NIDA-271-85-8401
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alcohol Abuse; Delivery Systems; *Drug Abuse; Drug Education; *Prevention; *Program Effectiveness; *Program Evaluation; Program Improvement; *Self Evaluation (Groups); Substance Abuse

This handbook was developed for the purpose of providing drug and alcohol prevention program managers with a comprehensive yet easy-to-use tool to help their evaluation efforts. The handbook emphasizes program staff members working together as a team. It provides instruments and activities for determining program effectiveness, as well as documenting and monitoring the provision of services. These topics are discussed: (1) the rationale for program evaluation; (2) the question of whether experts are needed to conduct the evaluation; (3) the beginning steps in evaluation; (4) evaluation design; (5) outcome measurement; (6) measurement of level of effort, participation, and quality of program delivery; (7) organizing and collecting data; (8) data analysis; and (9) reporting and using results of the evaluation. References, reference tables, an annotated bibliography, an evaluation think sheet, a survey instrument used yearly by the National Institute on Drug Abuse to collect information from a nationwide sample of high school seniors, and 13 figures are included. (ABL)

ED 293 125 CS 211 116

Grade 12 Diploma Examination, English 30. Part B: Reading (Multiple Choice). Readings Booklet. 1988 Edition.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jan 88

NOTE- 26p.; For related documents, see CS 211 115-120; for the 1985, 1986, and 1987 editions, see ED 263 569-581, ED 272 903-909, and ED 280 043-048.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; Multiple Choice Tests; Reader Response; *Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items

IDENTIFIERS- Alberta; *English Examinations

Intended for students taking the Grade 12 Examinations in English 30 in Alberta, Canada, this reading test (to be administered along with a questions booklet) includes the following nine short selections taken from fiction, nonfiction, poetry, and drama: "The Biggest Liar in the World" (Harry Mark Petrakis); "Victorian Grandmother" (Margo Lockwood); an excerpt from "Timon of Athens" (William Shakespeare); an excerpt from "The Chalk Garden" (Enid Bagnold); "The Puritan Ethic" (James A. Michener); an excerpt from "Sunday Afternoon" (Alice Munro); "To Certain Friends" (F.R. Scott); "The Catfish" (Jack Matthews); and an excerpt from "Travels with Charley" (John Steinbeck). (ARH)

ED 293 197 EA 019 881

Storey, Vernon J.

Leadership in Uncertain Times. Findings of a Study of the British Columbia School Superintendency, 1987.

PUB DATE- 87
NOTE- 57p.; Research project carried out with the support of the Association of British Columbia School Superintendents and the British Columbia Ministry of Education.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Change; *Administrator Attitudes; *Administrator Selection; Board Administrator Relationship; Decentralization; Elementary Secondary Education; Foreign Countries; Interviews; *Leadership Qualities; Occupational Mobility; Politics of Education; Research Needs; Role Perception; *Superintendents
IDENTIFIERS- *British Columbia

This report examines the school superintendency in British Columbia (Canada) by focusing on superintendents' perceptions of their role's emerging skill requirements. From 1979 through June 1987, the transition from provincial employment to employment by local boards of school trustees resulted in the departure of nearly 52 percent of superintendents. To clarify the issues, interviews were conducted in 1987 with 42 superintendents who had held the position since 1980. The respondents believed that changes in the character of boards, in employment relationships, in societal and political parameters, and in the demands on superintendents have created different skill requirements. The superintendents stressed the essential nature of such skills as leadership initiative, communication and team-building abilities, and political statesmanship. The changing leadership demands appear to have contributed to the departure of some from the superintendency. To assess the issues further, information from informants in eight provinces was compared with the circumstances in British Columbia. In all the provinces, superintendents are employed locally. New Brunswick and British Columbia had similar experiences with turnover and the politicization of school boards. The report concludes that the future of the superintendency depends largely upon the board/superintendent employment relationship and its joint ability to develop comprehensive guidelines for recruitment, selection, and employment. Two reference pages and eight tables of data conclude the report. (CJH)

ED 293 239 EC 202 088

Niebergall, Shelby; Oas, Brenda

Early Childhood Education for Handicapped Children (Ages 3 through 5). Special Education in North Dakota. Guide VII.

North Dakota State Dept. of Public Instruction, Bismarck. Div. of Special Education.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 25 Mar 85

NOTE- 150p.

GRANT- G008300529

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Classroom Techniques; *Disabilities; Educational Theories; Eligibility; Family Involvement; Family Programs; *Handicap Identification; History; Individualized Education Programs; Instructional Materials; *Preschool Children; Preschool Education; Preschool Tests; *Program Development; Social Agencies; Social Support Groups; Staff Development; State Legislation; *State Programs; State Standards; Student Placement; Teacher Qualifications; Toys; Voluntary Agencies

IDENTIFIERS- Child Find; *Early Intervention; *North Dakota

This guide is designed primarily for use by personnel involved in North Dakota public school programs for preschool-age handicapped children (ages 3-5). It is also intended to provide parents and personnel in health, human services, and other child service agencies with an understanding of the scope and purpose of educational services for young handicapped children and their families. It begins with a review of the underlying philosophy and history of such services in North Dakota and provides a reprint of the state's regulations governing eligibility, placement, teacher qualifications, and facilities. A section on program planning discusses goals and objectives, the range of available service delivery options, services to families and family involvement, staffing, and administration. Identification and programming is covered in another section that describes the Child Find system, the assessment process, and individualized education plans. Appendices provide: (1) descriptions of theoretical models in curricula and assessment; (2) classroom organization guidelines; (3) lists of educational materials and toys for handicapped preschoolers with names and addresses of manufacturers/suppliers; (4) descriptions of basic assessment tools and screening instruments; (5) lists of self-help groups and voluntary organizations in medical genetics and maternal and child health; and (6) a pamphlet on transition to school-age programs. (VW)

ED 293 265 EC 202 464

Thurlow, Martha L.; And Others

State Guidelines for Student-Teacher Ratios for Mildly Handicapped Children. Research Report No. 6. Instructional Alternatives Project.

Minnesota Univ., Minneapolis.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Jul 87

NOTE- 27p.

GRANT- G008630121

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Educational Policy; Elementary Secondary Education; Emotional Disturbances; Federal State Relationship; Learning Disabilities; Mainstreaming; *Mild Disabilities; Mild Mental Retardation; *Resource Room Programs; *Special Education Teachers; Speech Handicaps; State School District Relationship; *State Standards; *Teacher Student Ratio

Current state guidelines for student-teacher ratios and/or caseloads in special education programs serving mildly handicapped students (including learning disabled, mentally retarded, emotionally disturbed, and speech impaired) were examined and compared with pupil-teacher ratios reported by the U.S. Department of Education. The study defined "mildly handicapped students" as "students who receive educational services partially in regular education and partially in special education." Guidelines that could be reviewed were provided by 39 of the 50 states; others either did not respond (N=2) or did not have state-level written guidelines (N=9). Extreme variability was found in state recommended ratios, in how ratios are defined, and in how they are presented. Significant discrepancies were found between ratios presented by individual special education guidelines and those represented in the federal report. Implications of these results for current special education practice are discussed. Tables are used to present data on methods used by states to determine caseloads and student-teacher ratios and on the comparison between state and federally reported statistics. An appendix provides a state-by-state breakdown of the defining characteristics used to determine ratios. (Author/VW)

ED 293 279 EC 202 478

Herink, Nancy
Child Watching: Determining the Quality of Handicapped Children's Social Interaction.
PUB DATE- Nov 87
NOTE- 15p.; Paper presented at the Council for Exceptional Children's Topical Conference on the Future of Special Education (Orlando, FL, November 15-17, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adaptive Behavior (of Disabled); Affective Behavior; *Classroom Observation Techniques; *Disabilities; *Interpersonal Competence; *Mainstreaming; Peer Relationship; Preschool Education; Social Adjustment; *Social Development; *Student Behavior; Teacher Student Relationship

The paper presents an observational system for use in evaluating preschool handicapped children's social integration in mainstreamed classrooms. An adaptation of LeBlanc, Etzel, and Tyler's observational system, this model also employs White's system of evaluating affective tone. The method entails choosing a handicapped child in a classroom and a nonhandicapped child in the same class who is similar in age, sex, race, and ethnic background. Each of these children's social exchanges is then observed and recorded on a prescribed form. In recording, distinctions are drawn between initiations and responses and between verbal and nonverbal exchanges. The interactants (peer, teacher, subject) are identified for each exchange and the quality of the affect of the exchanges are recorded as positive, negative, or neutral. When recording is completed, the material is analyzed by tabulating the total scores of the initiations, responses, mode of communication (verbal or nonverbal), and affective tone of behavior for both the handicapped and nonhandicapped children. A ratio of the amount and quality of the interactions by both children is determined by dividing data for the handicapped subject's behavior by data for the nonhandicapped subject. (VW)

ED 293 324 FL 017 300

Raffield, Barney T., III
The Evaluation of Internship Experiences within Multinational Business and Foreign Language Programs: Methodology and Instrumentation.

PUB DATE- May 87
NOTE- 12p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; College Second Language Programs; *Cooperative Education; Evaluation Criteria; Evaluation Methods; Higher Education; *International Trade; *Internship Programs; Languages for Special Purposes; *Practicum Supervision; *Student Evaluation
IDENTIFIERS- *Multinational Corporations

Evaluation for any internship experience, whether in the form of a complete internship "audit" or an appraisal of individual components of the experience, is a three-stage task for the academic supervisor: (1) finding out what happened and comparing actual results with predetermined goals; (2) finding out what specific factors in the internship accounted for the results; and (3) using the information gained in planning the next internship experience by improving on unsatisfactory performance and capitalizing on successes. The student, academic supervisor, and on-the-job supervisor should all have input in the evaluation process, which has the central aim of improving the content and overall quality of the learning experience. Evaluation criteria should be precise and clearly communicated as program objectives. Although evaluation is arduous, time-consuming, and sometimes frustrating, it is the only sound diagnostic tool for monitoring the academic soundness of internship experiences within multinational and foreign business programs. (MSE)

ED 292 996 CE 049 937

Crawford, Sally Sue
Improving Your Lifestyle. From Theory to Practice.
PUB DATE- 87
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Adult Basic Education; *Behavior Change; *Eating Habits; *Health; *Health Education; Learning Activities; *Life Style; Literacy Education; Self Care Skills

This pamphlet for adult educators contains information on integrating material on health and life-style into the adult basic education classroom. Ten steps are summarized for discussion in the class by adults: proper exercise, good diet, weight control, avoiding cigarettes, sensible drinking habits, taking drugs, handling stress, safety consciousness, sleep, and contentment. A life-style analysis sheet is provided to get students thinking about some health areas and to find out which life-style areas need to be studied in class. Examples of activities that can be used in the classroom to focus on health and life-style are also listed. (YLB)

ED 293 068 CG 020 716

Cohen, Gene D.

Useful Information on...Alzheimer's Disease.

National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 87
NOTE- 18p.; This publication was made possible by the American Association for Geriatric Psychiatry.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Aging (Individuals); *Clinical Diagnosis; *Etiology; *Mental Disorders; *Older Adults
IDENTIFIERS- *Alzheimers Disease

This brochure provides information on Alzheimer's disease by examining who gets Alzheimer's disease and what to expect when someone has Alzheimer's disease. Abnormal brain tissue findings are discussed and three clinical features of Alzheimer's disease are listed: dementia; insidious onset of symptoms; and exclusion of all other specific causes of dementia as determined by history, physical examination, laboratory tests, and psychometric and other studies. Diagnosis by exclusion is explained and the importance of a comprehensive clinical evaluation which includes a thorough general medical workup, a neurological examination, and a psychiatric evaluation is emphasized. A section on the search for the cause of Alzheimer's disease briefly explains five prominent theories about the cause: (1) the blood vessel theory; (2) the slow virus theory; (3) the autoimmune theory; (4) chemical theories involving deficiencies and toxic excesses; and (5) the genetic theory. Treatment of Alzheimer's disease is discussed and hope for the future through research is described. (NB)

ED 293 141 CS 211 133

Examen en Vue du Diplome Douzieme Annee. Langue et Litterature 30. Partie A: Composition (Examination for the Twelfth Grade Diploma, Language and Literature 30. Part A: Composition).

Alberta Dept. of Education, Edmonton.

PUB DATE- Jan 88

NOTE- 21p.; For related documents, see CS 211 134-135; for the 1987 editions, see ED 282 197-199.

LANGUAGE- French

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; Achievement Tests; Canadian Literature; Foreign Countries; *French; Grade 12; *Graduation Requirements; High Schools; Language Proficiency; Language Skills; *Language Tests; *Test Items; *Writing (Composition); *Writing Evaluation; Writing Skills

IDENTIFIERS- Canada; *French (Canadian)

As part of an examination required by the Alberta (Canada) Department of Education in order for 12th grade students to receive a diploma in French, this booklet contains the composition component of the January 1988 tests. Divided into three essay questions for a total writing time of 2.5 hours duration, parts one and two of the test require essays that answer or argue a given statement, while part three (the longest section and worth the most credit) asks for a comparison of a character in a short story printed in the booklet with any two other French literary personages who have been studied in any genre of French literature. The booklet provides suggestions for approaches to the last composition, as well as several supplementary sheets for practice writing. (MM)

ED 293 252 EC 202 451

Walsh, Patricia C.; And Others
Cluster Score Performance of Learning Disabled Students on the Woodcock-Johnson Psycho-Educational Battery.
PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Ability; *Academic Achievement; Cognitive Processes; Elementary Education; *Handicap Identification; *Learning Disabilities; *Test Interpretation; *Test Norms
IDENTIFIERS- Woodcock Johnson Psycho Educational Battery

The study evaluated the Woodcock-Johnson Psycho-Educational Battery (WJPEB) with 71 elementary grade learning disabled (LD) students. The following questions were addressed: (1) Are there significant discrepancies between ability and achievement, as measured by the WJPEB, for LD children, and if so, in what academic areas? (2) Are there patterns of strengths and deficits on the Aptitude and Ability Cluster scores of LD students? (3) Do the WJPEB Broad Cognitive Ability scores predict achievement as well as the individual Aptitude Cluster scores? and (4) How does the performance of previously identified learning disabled students compare to the WJPEB normative data?. Results indicated: (1) limited effectiveness in identifying LD students (only 60-68% were identified by the test); (2) a pattern of deficits in the areas of memory, written language aptitude, and knowledge aptitude; (3) inability of the Broad Cognitive Ability Score to identify certain problem areas (e.g. reading deficit); and (4) average performance of the subjects on tests of cognitive abilities and below national norm performance in achievement areas. It is concluded the WJPEB was neither efficient nor effective in identifying this sample of learning disabled students, and that standard scoring procedures, rather than the Broad Cognitive Ability score, should be used. (DB)

ED 293 294 EC 202 493

Johnston, Lynne; And Others
Setting Limits: Tips for Teachers of Young Children. Project Enlightenment.
Wake County Public School System, Raleigh, N.C.
PUB DATE- 84
NOTE- 16p.; For related documents, see EC 202 488-497.
AVAILABLE FROM- Project Enlightenment, 501 S. Boylan Ave., Raleigh, NC 27603 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavior Problems; *Classroom Communication; *Classroom Techniques; *Discipline; Elementary Education; Guidelines; *Student Behavior; Teacher Response; *Teacher Student Relationship

This pamphlet presents a series of tips for teachers to use in establishing classroom discipline. The first 11 tips provide guidance for the teacher in the use of language to maintain discipline: (1) be specific and clear; (2) be simple, brief, and to the point; (3) state directions positively; (4) use hard-line phrases selectively; (5) offer alternatives for unacceptable behavior; (6) replace threats with clear expectations and consequences; (7) eliminate questions you really don't mean to ask; (8) avoid labeling; (9) avoid ambivalent words; (10) replace authoritarian words; and (11) offer choices. Additional suggestions concerning limit setting and timing are also offered which include establishing routines, pointing out the sequence of activities, allowing time for transition from one activity to another, recognizing that it can be hard for children to stop an activity, and preparing children for new situations. (VW)

ED 293 309 FL 017 285

Mendez, Deirdre
A Comprehensive Approach To Teaching Foreign Business Practices.
PUB DATE- May 87
NOTE- 16p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Standards; *Business Administration Education; *Business Communication; *Cross Cultural Training; *Cultural Traits; Educational Strategies; Higher Education; *International Trade; *Languages for Special Purposes; Teaching Methods

An approach to teaching foreign business practices combines two common approaches already used. It introduces the student to cultural patterns responsible for the way business is conducted abroad, and makes recommendations concerning appropriate behavior for specific situations. However, it also treats general culture and specific behavior as interrelated facets of a greater whole and emphasizes the client's responsibility to the foreign norms he will encounter. The method has seven stages: (1) familiarization with a cultural pattern shaping behavior and attitudes in the country in question; (2) identification of business traditions, norms, and rituals associated with the pattern; (3) introduction of related attitudes and behaviors; (4) consideration of the client's behavior in situations in which this cultural priority is operating; (5) presentation of situations in which the client must choose between two conflicting behavior patterns, based on consideration of cultural issues; (6) analysis of new behaviors, the possible motivations for them, and strategies to deal with them; and (7) preparation for becoming cultural observers and analysts, unlimited by specific cultural facts. (MSE)

ED 292 956 CE 049 815

MacDonald, Barbara Jean; Lawson, Virginia K.
Tutor Resource Sheets for Basic Reading and Conversational English Learners.
Literacy Volunteers of America, Inc., Syracuse, NY.
PUB DATE- 87
NOTE- 25p.; Some photographs may not reproduce clearly. For the Read On! II series, see CE 049 802-814.
AVAILABLE FROM- Literacy Volunteers of America, Inc., 5795 Widewaters Pkwy., Syracuse, NY 13214 (Stock No. 81230, $2.00; complete set of Read On! II materials, $40.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Audiovisual Aids; *Beginning Reading; *Conversational Language Courses; *English (Second Language); *Literacy Education; Second Language Instruction; Visual Aids

This collection of resource sheets is intended for use by teachers and tutors who work with adult beginning readers and persons learning conversational English; more specifically, it is for use with learners at the beginning levels of the sequential reading series Read On! II, consisting of six textbooks, six workbooks, and an instructor's guide. The following sheets are included: a personal information form and identification card, a format for teaching consonants, directions for teaching with photographs, photographs of signs and labels, color word vocabulary cards, directions for teaching calendar words, a calendar form, directions for teaching numbers and checks, a check form, directions for using writing (alphabet) sheets, alphabet sheets (manuscript/cursive), an identification card, and consonant cards. (MN)

ED 292 982 CE 049 911

Wood, Miriam M.
What Does the Independent Sector Do for 16-24 Year-Olds?
William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
PUB DATE- 88
NOTE- 78p.; A product of Youth and America's Future. For other papers in this series, see CE 049 906-912 and CE 049 914.
AVAILABLE FROM- Institute for Educational Leadership, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036-5541 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Agency Cooperation; *Agency Role; Client Characteristics (Human Services); *Human Services; *Nonprofit Organizations; *Organizational Effectiveness; Philanthropic Foundations; *Private Agencies; Religious Organizations; Voluntary Agencies; Volunteers; *Youth Programs
IDENTIFIERS- *Private Sector

Statistics describing the independent sector are incomplete and ambiguous. This is especially true in the area of services provided to youths between the ages of 16 and 24. According to Internal Revenue Service files, the independent sector consists of 821,000 organizations, including nonprofit organizations, churches, colleges and universities, hospitals, and foundations. Of these, 32,500 are youth organizations, which means that 50 percent or more of their members or clients are between the ages of 12 and 19. Among membership-oriented organizations, participation declines dramatically as youngsters enter their teen years. An additional 156,000 human service organizations have 50 percent or more of their clients and/or members in the 20-59 age range. Forty-three percent of churches sponsor youth groups. Among agencies catering to children and youth, 25 percent are engaged primarily in recreation. Nearly 7 out of every 10 organizations concerned with employment and training, housing and community development, and legal and advocacy assistance receive some form of government support as opposed to only 5.5 of every 10 agencies involved in culture, arts, and recreation. Poor persons constitute over half the clientele at 29 percent of agencies, and 15 percent serve blacks primarily. Disinterested assessment of independent sector programs is rarely undertaken. Consequently, neither the participation rates of youth nor the impact of that participation on their quality of life are known. (This paper includes commentaries by Leonard W. Stern and Virginia Hodgkinson.) (MN)

ED 293 024 CG 020 672

Mississippi Substance Abuse Prevention Curriculum.

Mississippi State Dept. of Education, Jackson. Bureau of School Improvement.
SPONS. AGENCY- Mississippi Governor's Office of Federal-State Programs, Jackson.
PUB DATE- 87
NOTE- 1,038p.; Cover Motto: "Drugs: They Get to the 'Matter'."
LANGUAGE- English
EDRS Price - MF07/PC42 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alcohol Abuse; Curriculum Guides; Drinking; Drug Abuse; Elementary Secondary Education; *Prevention; *Substance Abuse
IDENTIFIERS- *Mississippi

This document presents the Substance Abuse Prevention Curriculum developed for use in Mississippi elementary and secondary schools. The curriculum uses a developmental approach to substance abuse prevention which emphasizes helping students gain information needed to make sound decisions about drug use. Incorporated into the curriculum are all learning objectives from the Comprehensive Health Curriculum that pertain to positive mental health in general and to substances specifically. Curriculum activities are provided separately for use in kindergarten through grade eight. Activities for grades 9 through 12 are categorized into six areas: driver education, English/literature, health, mathematics, science, and social studies. For each activity page there is an activity number, an activity goal, objective, learning component, vocabulary, academic focus, and a list of all materials needed to teach the activity. Handouts and visual aids are included following each activity. Appendices include a 100-page teacher's guide to drug information; an 11-page glossary; lists of educational resources; lists of treatment resources; Mississippi state laws; a videotape script and outline; and instructions for adapting the curriculum activities for use with special students, including the mentally retarded, learning disabled, visually impaired, and gifted. (NB)

ED 293 098 CS 009 101

Glazer, Susan Mandel, Ed.; And Others
Reexamining Reading Diagnosis: New Trends and Procedures.
International Reading Association, Newark, Del.

REPORT NO.- ISBN-0-87207-532-X
PUB DATE- 88
NOTE- 187p.
AVAILABLE FROM- International Reading Association, 800 Barksdale Road, PO Box 8139 Newark, DE 19714-8139 ($7.00 member; $10.50 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Books (010) Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Computer Assisted Instruction; Elementary Secondary Education; Language Arts; *Reading Comprehension; *Reading Diagnosis; *Reading Difficulties; Reading Instruction; *Reading Processes
IDENTIFIERS- *Reading Behavior

In an effort to better understand children's reading behavior, this volume offers naturalistic assessments of reading performance in multiple settings and at all levels. The chapters and their authors are as follows: (1) "Reexamining Reading Diagnosis" (Susan Mandel Glazer and Lyndon W. Searfoss); (2) "Reexamining the Role of Emotional Maladjustment" (Lance M. Gentile and Merna M. McMillan); (3) "A Dynamic-Developmental-Interaction Approach to Reading and Related Learning Disabilities" (Jules C. Abrams); (4) "Holistic Assessment of Coding Ability" (Maryann Eeds); (5) "Comprehension Assessment: Alternatives to Standardized Tests" (John E. Readence and Michael A. Martin); (6) "Measuring Comprehension: Alternative Diagnostic Approaches: (Margaret A. Cagney); (7) "Merging Assessment and Instruction: Protocols in the Classroom" (Carol S. Brown and Susan L. Lytle); (8) "Organizing and Retaining Information by Thinking Like an Author" (Thomas W. Bean); (9) "Retelling Stories as a Diagnostic Tool" (Lesley Mandel Morrow); (10) "Using the Microcomputer Environment for Reading Diagnosis" (Albert J. Shannon); and (11) "Physical Arrangements, Grouping, and Ethnographic Notetaking" (Gloria B. Smith). Each chapter is included as a reference list. (ARH)

ED 293 156 CS 211 157

Harris, Joseph

Community: A Keyword in the Teaching of Writing.

PUB DATE- Mar 88
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Environment; *Community; Cultural Context; Discourse Analysis; Higher Education; Social Organizations; Sociolinguistics; Theory Practice Relationship
IDENTIFIERS- Academic Community; Academic Language; *Discourse Communities; *Writing Theories

Raymond William's historical analysis of the "community" and the "individual" is useful for looking critically at the notion of "discourse communities." Recent "social" theories of writing have invoked the idea of community in ways that seem at once sweeping and vague, for they fail to state the operating rules or boundaries of such communities. These theories about the power of social forces in writing are clearly needed in a field that has focused primarily on the writer as an individual, but they do pose some problems. First, they offer a view of academic discourse that is oddly lacking in conflict or change. Second, they present that discourse as almost wholly foreign to many students, raising questions not only about their chances of ever learning to use such an alien tongue, but of why they should do so in the first place. Finally, they tend to polarize talk about writing. One of the most pressing tasks for writing theory is to form what Williams calls a "positive opposing" term for discourse community, one that will allow us to view writers as social individuals--as persons who are not only acted upon by the social discourses of which they are part, but who can act to resist and change the demands of those discourses as well. (Sixteen references are appended.) (MS)

ED 293 170 CS 506 094

Schaller, Kristi A.; Comadena, Mark E.
Teacher Expectations of the Communication Apprehensive Student.
PUB DATE- Apr 88
NOTE- 19p.; Paper presented at the Annual Meeting of the Central States Speech Association (Schaumburg, IL, April 16-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Communication (Thought Transfer); *Communication Apprehension; Communication Problems; Communication Research; Communication Skills; Elementary Education; Elementary School Students; *Elementary School Teachers; *Teacher Expectations of Students
IDENTIFIERS- *Communication Behavior

Previous studies have revealed that the correlation between communication apprehension (CA) and academic achievement may be significantly different for male and female elementary school students. A study investigated the effects of CA, sex of student, and three teacher characteristics on teacher expectations of academic achievement. Subjects, 221 elementary and middle school teachers (grades K-8) in a midwestern community, responded to a questionnaire in which sex of student and student level of CA were manipulated and which requested teachers to estimate the academic success of the student in seven areas. Teachers also completed several demographic questions and the Personal Report of Communication Apprehension-24. Results indicated that teachers possess significantly different achievement expectations for high and low communication apprehensive children. Sex of student, teacher level of CA, teacher experience, and teacher grade level were not found to influence teacher expectations. (Twenty-one references are included.) (Author/JK)

ED 293 212 EA 019 954

Wei, Wu, Comp.; And Others
Educational Reform and Development in China. Special Studies in Comparative Education Number Nineteen.
State Univ. of New York, Buffalo. Comparative Education Center.
REPORT NO.- ISBN-0-937033-09-X
PUB DATE- Aug 87
NOTE- 77p.
AVAILABLE FROM- Publication Sales, Comparative Education Center, 428 Baldy Hall, SUNY at Buffalo, Amherst, NY 14260 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communism; *Educational Change; *Educational Development; *Educational Innovation; Educational Needs; Educational Objectives; *Educational Planning; Elementary Secondary Education; Extracurricular Activities; *Foreign Countries; Government School Relationship; Relevance (Education); Rural Education; Teacher Improvement
IDENTIFIERS- *China

This publication consists of seven papers on educational reform in China chosen mainly from major Chinese journals of education science. "The Decision on Reforming the Educational System Made by the Central Committee of the Communist Party of China," published in May 1985, is a particularly important document concerning the Chinese educational reform. Accordingly, the first article by He Dong-chang, the Vice-Chairman of the State Education Commission, highlights the major purpose of this document and analyzes the reasons why China has to restructure education. "Current Educational Reform and Research in China" by Wu Wei, focuses on seven major problems of educational reform in China at present and enumerates the major accomplishments of Chinese educational research. "On Educational Reforms in China," by Liu Yi-Fan, probes several important theoretical issues of educational reform and social development since the founding of the People's Republic of China. Professor Liu Fonian provides recommendations to "Improve the Teaching Quality in the Popularization of Compulsory Education." "Primary and Secondary Education in Rural Areas," by Xu Lin, analyzes the new problems brought about by the growth of towns in rural areas. In his "The Overall Structure of School Activities," Jiang Shanye argues for the critical importance of school activities, stressing their relationship to students' mental and physical development. Finally, Cao Qingyan summarizes the "Achievements of the People's Education in China," citing the lessons China has drawn from its educational practice in the past years. (TE)

ED 293 341 FL 017 317

Bousquet, Gilles
Bridging the Gap between Internships Abroad, the Commercial French Curriculum and the Business Community.
PUB DATE- May 87
NOTE- 16p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; College Second Language Programs; Course Content; *French; Higher Education; International Trade; *Internship Programs; *Languages for Special Purposes; School Business Relationship; *Study Abroad
IDENTIFIERS- *University of Wisconsin Madison

New awareness of the need for foreign language proficiency and cultural understanding in international business means that closer links between language departments and business schools must be forged. The University of Wisconsin-Madison has established a foreign business internship program co-sponsored by the language department, business school, and a regional chamber of commerce in France. Its candidates are generally seniors who have spent a semester in France. Students are placed with small-to-medium-sized firms for five weeks, during which they conduct a research project on the host company. The program provides American students with experience in a French country, increased French proficiency, and an understanding of international business practices. It also opens the door for both awareness and cooperative projects on the part of French firms. Experience with the program to date has shown that the French companies have been extremely cooperative. They have also been unprepared to guide an American student, so a study guide was developed to direct interns' attention to certain aspects of the business. The internships have proven to be very valuable to students, and the research projects play a key role in the program's success. (MSE)

ED 293 112 CS 009 119

Todos Nuestros Ninos Pueden Aprender a Leer: Guia para la Accion de Padres y Residentes (All Our Kids Can Learn To Read: Guide to Parent and Citizen Action), Chicago SCHOOLWATCH.

Designs for Change, Chicago, Ill.

PUB DATE- 87
NOTE- 188p.; For the English version,. see ED 265 521.
AVAILABLE FROM- Designs for Change, 220 S. State Street, Suite 1900, Chicago, IL 60604 ($5.50).
LANGUAGE- Spanish
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Involvement; *Educational Improvement; Elementary Education; *Evaluation Criteria; Foreign Language Books; Hispanic Americans; *Parent Participation; Public Schools; Reading Achievement; Reading Improvement; *Reading Instruction; Reading Skills; *School Community Programs; School Organization; Spanish; *Spanish Speaking; Test Interpretation
IDENTIFIERS- Illinois (Chicago); Schoolwatch IL

Intended for parents and all citizens concerned about improving Chicago's 592 public schools, this handbook, a Spanish language version of "All Our Kids Can Learn To Read" (1985), explains how important reading is to a decent education and future employment. Chapter one describes the school improvement campaign called "Schoolwatch," the problems in the Chicago public schools, and the components of effective schools. Chapter two analyzes what it means to know how to read; it explains how reading is tested and evaluated in the Chicago public schools and what the scores mean. It also shows how to look at reading scores for the school system as a whole, for one's own school, and for a child. Chapter three describes in depth the ten ingredients that researchers have identified as crucial for an effective school. For each one, a "report card" gives parents specific things to look for to help them decide whether their school measures up and where there is room for improvement. Ingredient ten, where bilingual education is discussed, has been expanded to reflect recent research and opinions on the subject. Chapter four describes how decisions made "downtown" affect the way that children learn (or do not learn) to read in Chicago, and tells what changes are needed so that the school system's bureaucracy serves the local school. Finally, chapter five tells exactly how parents and community members can work together in Chicago's "Schoolwatch" program to improve the schools. (ARH)

ED 293 126 CS 211 117

Grade 12 Diploma Examination, English 30. Part B: Reading (Multiple Choice). Questions Booklet. 1988 Edition.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jan 88

NOTE- 23p.; For related documents, see CS 211 115-120; for the 1985, 1986, and 1987 editions, see ED 263 569-581, ED 272 903-909, and ED 280 043-048.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; Multiple Choice Tests; Reader Response; *Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items

IDENTIFIERS- Alberta; English Examinations

Intended for students taking the Grade 12 Diploma Examinations in English 30 in Alberta, Canada, this questions booklet contains 80 multiple choice test items based on the nine selections in an accompanying readings booklet. The questions examine the students' skills in (1) understanding meanings; (2) recalling materials read; (3) understanding and interpreting the relationships between form and content; and (4) understanding and interpreting human experience and values as expressed through literature. (ARH)

Nitcavic, Richard G.; Aitken, Joan E.

Inclusion Expectancies of the Adolescent Handicapped as They Interact with Teachers and Peers.

PUB DATE- Apr 88
NOTE- 32p.; Paper presented at the Annual Meeting of the Central States Speech Association (Schaumburg, IL, April 16-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Development; Disabilities; Educational Research; Elementary Education; *Mainstreaming; Middle Schools; *Normalization (Handicapped); *Q Methodology; *Self Concept; Self Concept Measures; Special Education; Speech Communication
IDENTIFIERS- Communication Behavior; Communication Patterns; Expectancy Theory; *Mainstreaming the Disadvantaged

By the mid-1970s, several pieces of federal legislation were passed requiring that handicapped or exceptional children be educated "in the least restrictive environment." The resulting "mainstreaming" of special children in regular classrooms has caused certain expectancies and special inclusion needs. To find out more about the perceptions of mainstreamed children a study examined interpersonal needs and expectations among students in grades 6 to 8. The method used was to apply Q Methodology to the study of the patterned perceptions of special children who have been mainstreamed into a required middle school class. Approximately 500 students (including those labeled "handicapped") in required computer literacy classes from a midwestern county school, were tested to determine their communication self-concept. Only 340 of the tests were completed correctly and usable for data analysis. Five significant types of students emerged: (1) The Capable; (2) The Ego; (3) The Outcast; (4) The Reticent; and (5) The Okay Kid. Results suggest that Q is a useful technique for examining the interrelationships among interpersonal needs of adolescents; that a majority of the special students appeared to function successfully in a regular classroom; and that reticence is the major problem of one-third of the special students. (Three tables are included, and 30 references and lists for item descriptions and descending array of z-scores for types 1-5 are appended.) (MS)

ED 293 226 EC 202 054

Branson, John P.

A Guide to Higher Education for Learning Disabled Students: An Educational Handbook for Students, Parents and Counselors Including a Directory of Learning Disability Services in Mid-Atlantic Colleges and Universities.

Chester County Intermediate Unit, Coatesville, PA.

PUB DATE- 87

NOTE- 209p.

AVAILABLE FROM- Chester County Intermediate Unit, Carl E. Thornton, Director of Special Education, 1530 E. Lincoln Hwy., Coatesville, PA 19320 ($20.00 plus $2.50 postage and handling).

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Adaptive Behavior (of Disabled); Admission Criteria; Adolescents; *College Admission; *College Applicants; *College Choice; College Environment; Decision Making; Eligibility; Higher Education; Institutional Characteristics; *Learning Disabilities; School Choice; Student Rights

This guide to college selection for learning disabled (LD) students was based on questionnaire responses received from 255 colleges, junior colleges, and universities in Connecticut, Delaware, the District of Columbia, Maryland, Massachusetts, New Jersey, New York, Pennsylvania, and Rhode Island. An initial chapter discusses decision making timelines and offers suggestions to parents and counselors. Chapter 2 describes legal rights of the learning disabled to a higher education. Chapters 3 and 4 discuss beginning steps for students, early application, campus visits, and direct contact with schools. Chapter 5 gives students practical suggestions for adjusting successfully to college demands. The directory itself comprises the bulk of the document. Alphabetized by state, it is divided into two sections: four-year schools with and without limited support progrms for LD students, and two-year schools with and without limited support programs. Information provided for each institution includes such items as application deadline, tuition, room and board fees, special application procedures, and available LD services. (JW)

ED 293 325 FL 017 301

Raffield, Barney T., III
Marketing Across Cultures: Learning from U.S. Corporate Blunders.
PUB DATE- May 87
NOTE- 16p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Body Language; *Business Administration Education; *Business Communication; *Communication Problems; Cross Cultural Training; *Culture Conflict; Higher Education; *Intercultural Communication; *Marketing; Social Values

Errors in judgment made in international marketing as a result of American corporate provincialism or cultural ignorance are chronicled, and ways to avoid similar problems in the future are discussed. The marketing blunders, which have been both expensive and embarrassing, include errors in language use and mistaken assumptions about cultural values. It is suggested that American companies' marketing plans should reflect greater sensitivity to such cultural elements as family, educational systems, language differences, religion, body language, physical contact, promptness, eating habits, social customs, gift-giving, and values associated with color. It is also emphasized that cultural values and emphases vary greatly among cultures. Cultural determinants to be analyzed in the preparation of marketing strategies include relevant motivations in the culture, characteristic behavior patterns, broad cultural values relevant to the product, characteristic forms of decision-making, appropriate promotion methods, and appropriate retailers and intermediary institutions for the product. Increased specialized training through multinational business and foreign language programs is recommended as critical to a strong United States position in international trade. (MSE)

ED 292 971 CE 049 899

Noyelle, Thierry
Services and the New Economy: Toward a New Labor Market Segmentation. Occasional Paper No. 5.
National Center on Education and Employment, New York, NY.

SPONS. AGENCY- Ford Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 88
NOTE- 15p.; Paper presented at the Seminar on "Dynamique des Services et Theories Economiques" (Lille, France, January 30, 1987).
GRANT- G008690008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; *Economic Factors; Employment Opportunities; *Employment Patterns; *Employment Practices; Employment Projections; *Futures (of Society); Labor Demands; *Labor Economics; *Labor Market; Labor Needs; Trend Analysis

This paper identifies some recent dimensions of labor market restructuring, based on an analysis of change in the United States economy. Information was drawn from a number of service industries, including retailing, telecommunications, insurance, banking, advertising, accounting, and other business services. Following an introduction that defines the nature and purpose of the paper, Section 2 reviews some of the key factors behind the transformation in the demand for labor. They include increasing the competition and the introduction of new technology--two of the main forces that have resulted in the trend towards "vertical disintegration" and the rise in the demand for "contingent labor." Section 3 examines some principal forces that have transformed the labor supply, including growth in the pool of available part-time workers, the rise in the number of two wage-earner households, and rising educational attainment. The paper also points to the response by firms to some of these forces and specifically to the trend toward the dismantling of internal labor markets. In Section 4, the emergence of new labor markets structured around segments of core and contingent workers is hypothesized. These new segments are shown to differ widely from the so-called primary and secondary labor segments characteristic of the industrial dualism of the post-war years. (KC)

ED 292 997 CE 049 938

Work and Welfare. Analysis of AFDC Employment Programs in Four States. Fact Sheet for the Committee on Finance, U.S. Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-88-33FS

PUB DATE- Jan 88

NOTE- 112p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies: free; additional copies: $2.00 each; 100 or more: 25% discount).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Agency Cooperation; Comparative Analysis; Day Care; *Demonstration Programs; *Employment Programs; Job Placement; Job Training; Outcomes of Education; *Program Content; *Program Effectiveness; Salary Wage Differentials; *State Programs; *Welfare Services

IDENTIFIERS- Aid to Families with Dependent Children; Massachusetts; Michigan; Oregon; Texas; *Work Incentive Demonstration Program

A study examined Work Incentive (WIN) Demonstration programs in four states. The following programs were reviewed: Employment and Training Choices (in Massachusetts), Michigan Opportunity and Skills Training, the Employment Services Program (in Texas), and JOBS (in Oregon). A strict, across-the-board analysis of the programs was difficult because of differences in the way different services were defined in the four programs and because of many gaps and discrepancies in the information available about the individual programs. The Massachusetts and Michigan programs were the most complex, offering multiple services and providers, in contrast to the Oregon and Texas programs, each of which provides one primary service. Massachusetts relied on federal funds to finance only 35 percent of its program, whereas Michigan's was about half federally funded and the Texas and Oregon programs each used a little more than 70 percent federal funds. Comparable percentages of adult Aid to Families with Dependent Children clients were counted as employment program participants in each of the four states. The Texas and Oregon programs emphasized job search, whereas the Michigan and Massachusetts programs stressed education and training activities. All four programs use some services provided by nonwelfare agencies, with Massachusetts making the most use of outside services (usually arranged with performance-based contracts) and Oregon using them the least. Massachusetts was the only state to place a major emphasis on child care (funding child care for clients before and after they find a job). Program staff in the other states frequently urge participants to find care on their own before starting the program. Placement rates were available only for Massachusetts and Michigan (38 and 37 percent respectively), with Massachusetts program completers earning higher average wages than completers of the other three programs. (MN)

ED 293 010 CE 049 970

Harris, Mary B.; And Others

Texas Status Report on Sex Equity in Vocational Education 1984-1987.

Texas Education Agency, Austin.

PUB DATE- 88
NOTE- 55p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- *Enrollment; *Females; *Males; Nontraditional Occupations; Postsecondary Education; Program Effectiveness; Publicity; Recruitment; Secondary Education; *Sex Bias; Sex Discrimination; *Sex Fairness; State Programs; *Vocational Education; Vocational Followup
IDENTIFIERS- *Texas

This report discusses the enrollment of females and males by vocational education program in Texas for fiscal years 1984 through 1987. Figures and tables depict the percentages of females and males enrolled in each of the vocational programs on the secondary and postsecondary levels. Additional tables in the appendixes reveal other status information regarding vocational education programs in Texas and provide information on the status and education of females. Projects to eliminate sex bias and sex stereotyping are described, and suggestions for action to foster sex equity (publicity, recruiting, retention, and follow-up) are included. (KC)

ED 293 039 CG 020 687

Kehayan, V. Alex
Fort Lee's Comprehensive Peer Outreach Program.
PUB DATE- Jun 87
NOTE- 6p.; Paper presented at the Annual Conference of the National Peer Helpers Association (1st, St. Charles, MO, June 18-20, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *High School Students; Leadership Training; *Outreach Programs; *Peer Counseling; *Peer Relationship; Program Evaluation; Social Support Groups; Student Improvement; *Student Leadership; Volunteers

This paper describes the Peer Outreach Service Team (POST), a peer multi-service, student support system organization operating in the Fort Lee schools in Fort Lee, New Jersey. The goals of the POST program are described as reducing numbers of school dropouts as well as levels of negative behavior, chemical dependency, teenage depression, and academic underachievement in the district's school-age population. The 10 distinct service activities of the program, all designed to promote self-awareness, improved personal competence, and self-directed behavior, are briefly described: (1) core awareness sessions; (2) smooth transitions; (3) welcome program; (4) one-to-one; (5) peer intervention network; (6) partners against scapegoating; (7) planning leisure activities now; (8) human relations support to students with special needs; (9) kids-r-safe; and (10) consultation services. Training of 10th, 11th, and 12th grade students to serve as peer leaders is discussed and program evaluation is explained. The paper concludes with a brief description of the current status of the POST program. (NB)

ED 293 054 CG 020 702

Insurance: Profitability of the Medical Malpractice and General Liability Lines. Report to Congressional Requesters.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/GGD-87-67
PUB DATE- Jul 87
NOTE- 35p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaitherburg, MD 20877 (1-5 copies, free; additional copies, $2.00 each; 25% discount on 100 or more copies).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Insurance; *Insurance Companies; Legal Responsibility; *Malpractice; *Medical Services
IDENTIFIERS- Medical Negligence; *Profits; *Property Insurance

This report on the profitability of the property/casualty insurance industry and in particular of the medical malpractice insurance line was prepared at the request of Representatives Henry A. Waxman and James J. Florio and Senators Paul Simon, Daniel K. Inouye, Albert Gore, Jr., and Jay D. Rockefeller. Four different estimates of medical malpractice and general liability profitability are provided using different assumptions about reserve adequacies and discounting. These estimates show that over the 11-year period from 1975 to 1985 the medical malpractice line incurred losses when the reserved were valued at their full estimated payout, but was profitable when the reserves were discounted to present values. It was further found that the general liability line was profitable over this 11-year period under all but one of the estimating assumptions. In that estimate, it was assumed that the reserved were not discounted to present values and that they were 20 percent deficient. The report concludes that despite incurring substantial underwriting lossses over the period from 1976 through 1985 the property/casualty insurance industry has more than offset those aggregate losses with investment gains. The report estimates the industry had an $81 billion profit during this period but notes that the industry estimates profit at $54 billion. An explanation of scope and methodology, data tables, and a glossary are appended. (ABL)

ED 293 069 CG 020 717

Health Implications of Smokeless Tobacco Use. Volume 6, Number 1.
National Institutes of Health (DHHS), Bethesda, MD. Office of Medical Applications of Research.

PUB DATE- 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Cancer; *Health; *Risk; *Special Health Problems; *Tobacco
IDENTIFIERS- *Smokeless Tobacco

Concerned with the increase in use of chewing tobacco and snuff, this brochure looks at the health risks of using smokeless tobacco. It presents five questions about smokeless tobacco use and provides answers to the questions developed by a consensus development conference on health implications of smokeless tobacco use convened by the National Cancer Institute, the National Institute of Dental Research, and the National Institutes of Health Office of Medical Applications of Research. Questions addressed include: (1) what are the current trends in the use of smokeless tobacco in the United States; (2) does the use of smokeless tobacco increase the risk of oral or other cancers; (3) does the use of smokeless tobacco increase the risk of peridontal disease or other oral and health problems; (4) what are the behavioral consequences of smokeless tobacco use; and (5) what issues regarding the health consequences of smokeless tobacco use require further research? The report notes that the human evidence that use of snuff causes cancer of the mouth is strong, while data are insufficient to come to any conclusions regarding the relationship of smokeless tobacco use to cancers at other sites. It concludes that use of smokeless tobacco is one of a number of health-endangering behaviors which frequently coincide, raising the potential for long-term and serious consequences. (NB)

ED 293 084 CS 009 006

Brown, Roger
Report of the Chapter 1 Sustained Effects Study. Education Consolidation and Improvement Act--Chapter 1.
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- Jul 87
NOTE- 42p.; For a prior report, see ED 253 577.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Gains; *Compensatory Education; Elementary Education; Longitudinal Studies; Pretests Posttests; *Program Effectiveness; Program Evaluation; *Reading Improvement; *Reading Programs; Reading Research; Reading Skills; Reading Tests; *Remedial Programs; Remedial Reading; Vacations
IDENTIFIERS- *CLEAR Reading Recovery Program; Columbus Public Schools OH; Education Consolidation Improvement Act Chapter 1; Sustained Effects Study

Once every three years, school districts receiving Chapter 1 funds are required to conduct a study of the sustained effects of their Chapter 1 programs. To meet this requirement, the Columbus (Ohio) Public Schools employed a fall-spring test design to determine the degree to which pupils who participated in the Compensatory Language Experiences and Reading (CLEAR) program remained at least at the same level from spring of the treatment year until fall of the next school year. The evaluation sustained effects group consisted of 3,338 elementary and middle school students. The results indicated some decline in all grade levels in reading during the summer months, with grade 6 having the greatest percentage of pupils who maintained their achievement level from the previous spring. The greatest net gains from fall 1985 to fall 1986 were noted for first grade Reading Recovery participants and second, third, and sixth grade CLEAR participants. Pupils from these grade levels substantially improved their fall 1986 achievement levels by spring 1987. (Eight tables and 18 figures are included, and four references are appended.) (SKC)

ED 293 142 CS 211 134

Examen et Vue du Diplome Douzieme Annee. Langue et Litterature 30. Partie B: Lecture (Choix Multiples). Livret de Textes (Examination for the Twelfth Grade Diploma, Language and Literature 30. Part B: Reading--Multiple Choice. Text Booklet).

Alberta Dept. of Education, Edmonton.

PUB DATE- Jan 88

NOTE- 19p.; For related documents, see CS 211 133 and CS 211 135; for the 1987 editions, see ED 282 197-199.

LANGUAGE- French

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; Achievement Tests; *Canadian Literature; Foreign Countries; *French; *French Literature; Grade 12; *Graduation Requirements; High Schools; *Language Proficiency; Language Skills; Language Tests; Multiple Choice Tests; Test Items

IDENTIFIERS- Canada; *French (Canadian)

As part of an examination required by the Alberta (Canada) Department of Education in order for 12th grade students to receive a diploma in French, this booklet contains the reading selections portion of Part B, the language and literature component of the January 1988 tests. Representing the genres of poetry, short story, novel, and drama, the eight literature selections include excerpts of works by French-Canadian authors (Andre Maurois and Charles Maurel) and French writers (Pierre Daninos and Jean Anouilh). Duration of the examination is two hours, and all instructions, texts, and questions are in French. (A companion booklet holds the 80 multiple-choice questions that complete Part B.) (MM)

ED 293 266 EC 202 465

Christenson, Sandra L.; And Others
Instructional Psychology and Models of School Learning: Implications for Effective Instruction of Handicapped Students. Monograph No. 2. Instructional Alternatives Project.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- May 87
NOTE- 62p.; For related documents, see EC 202 466-468.
GRANT- G008430054
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Classroom Techniques; Definitions; Educational Methods; *Educational Psychology; Elementary Secondary Education; Instructional Development; *Instructional Effectiveness; Learning Processes; *Learning Theories; Mastery Learning; *Mild Disabilities; *Models; Time Factors (Learning)

The monograph summarizes characteristics of effective instruction of mildly handicapped and non-handicapped students by focusing on two literature areas: Instructional Psychology and Models of School Learning. The review on instructional psychology covers the following areas: definitions of instruction, principles of learning, models of the teaching-learning process (J. Lembo and M. Dembo), theories of instruction (the Gagne Briggs theory, mastery learning theory, prescriptive theory, R. Case's theory, and E.Z. Rothkopf's theory), and instructional stages. The Models of School Learning discussion stresses how instructional effectiveness is viewed in each of the following six models of school learning: John Carrol's model of school learning, Benjamin Bloom's mastery learning model, A. Harnischfeger and D. Wiley's model, the Model of Classroom Processes used in the Instructional Dimensions Study, the Model of Classroom Instruction of the Beginning Teacher Evaluation Study, and N.L. Karweit's Dynamic Model of Classroom Learning. Similarities between the models include: emphasis on learning as a complex amalgamation of factors and emphasis on the role of time. Differences include focusing on different levels (the individual student, the classroom, or both) of instruction and different emphases on the relationship of critical variables of instruction. Fifty-eight references are appended. (DB)

ED 293 280 EC 202 479

Reed, Penny; And Others
It's Time for the Metamorphosis: Integrating Occupational and Physical Therapy into Programs for Students .
PUB DATE- Oct 87
NOTE- 25p.; Paper presented at the Annual Conference of the Association for the Severely Handicapped (14th, Chicago, IL, October 29-30, 1987). Portions contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Ancillary School Services; Cooperation; Cooperative Planning; Delivery Systems; Elementary Secondary Education; Inservice Education; *Integrated Activities; Interdisciplinary Approach; Networks; *Occupational Therapy; *Physical Disabilities; *Physical Therapy; State Programs; Teamwork; *Technical Assistance
IDENTIFIERS- *Oregon

This paper describes efforts in Oregon to improve school services for students with orthopedic impairments. A state technical assistance team was created which worked with regional coordinators. The team established the following goals: providing physical and occupational therapy that is delivered by a team, is directly related to the child's special education goals, includes therapists in the development of a single comprehensive individualized education program, involves give and take between disciplines, provides information necessary for parents and staff to implement carry-over activities between therapy sessions, and is monitored and evaluated on a regular basis by a responsible administrator. To reach these goals, the team developed action strategies that included inservice training, collaboration, networking, and technical assistance. Target audiences were administrators, therapists, teachers, parents, and preservice training programs. The technical assistance team's efforts have resulted in significant change in the quality of occupational therapy/physical therapy in Oregon schools. The paper includes a list of inservice presentation topics and a list of resource materials available from a lending library. (JDD)

ED 292 957 CE 049 835

Training and Education in Occupational Health. Report of a WHO Study Group (Geneva, Switzerland, November 24-28, 1986). Technical Report Series 762.

World Health Organization, Geneva (Switzerland).

REPORT NO.- ISBN-92-4-120762-0
PUB DATE- 88
NOTE- 53p.
AVAILABLE FROM- WHO Publications Center USA, 49 Sheridan Avenue, Albany, NY 12210 (6 Swiss francs).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Continuing Education; Cooperative Programs; Developed Nations; *Developing Nations; Educational Objectives; *Health Education; Inservice Education; International Cooperation; Labor Needs; *Occupational Safety and Health; Preservice Teacher Education; *Primary Health Care; *Program Development; Training

This document reports the findings of a World Health Organization Study Group on training and education in occupational health. The report is organized in 11 sections that cover the following concerns: (1) occupational health care in developing countries; (2) the primary health care approach; (3) current occupational health problems; (4) existing resources; (5) education and training objectives; (6) continuing education; (7) the role of professional organizations; (8) manpower planning; (9) international cooperation in training activities; (10) some examples of training content; and (11) recommendations. (KC)

ED 293 127 CS 211 118

Grade 12 Diploma Examination, English 33. Part A: Written Response. 1988 Edition.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jan 88
NOTE- 31p.; The visual part of this test may not reproduce clearly. For related documents, see CS 211 115-120; for the the 1985, 1986, and 1987 editions, see ED 263 569-581, Ed 272 903-909, and ED 280 043-048.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; Multiple Choice Tests; Pictorial Stimuli; Reader Response; *Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items; *Writing (Composition); Writing Evaluation; *Writing Skills
IDENTIFIERS- Alberta; *English Examinations

Intended for students taking the Grade 12 Diploma Examinations in English 33 in Alberta, Canada, this test on writing contains general instructions and the following three writing tasks: (1) a personal response to an aspect of literature; (2) functional writing requiring a written response within a given situation or context; and (3) a response to visual communication requiring students to write about the details in a photograph and their personal reactions to it. The booklet contains space for planning and drafting the compositions, as well as for writing the revised work. (ARH)

ED 293 171 CS 506 095

Bobel, Christina
Resistance in the Classroom: A Phenomenological Analysis of Student Responses to Gender-Related Issues.

PUB DATE- 28 Apr 88
NOTE- 23p.; Paper presented at the Annual Meeting of the Eastern Communication Association (79th, Baltimore, MD, April 27-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Communication Research; Feminism; Group Dynamics; Higher Education; Interpersonal Relationship; Language Attitudes; *Language Usage; *Sex Bias; Sex Differences; Sex Role; Sexual Identity; Social Problems; *Student Attitudes; Student Reaction; Womens Studies
IDENTIFIERS- Feminist Scholarship

Examining how students respond to gender-related issues, a study observed six classroom discussions of Fundamentals of Interpersonal Communication, an introductory level college course which integrated gender issues. Four different classes, each consisting of 25-30 male and female students averaging 18-20 years of age, participated in the study. During a three month period, three of the classes were observed once, and one class was observed three times. Student responses to various gender-related topics (male inexpressiveness, non-verbal communication and power, gender differences in friendship, and language as a man-made system) were recorded and analyzed, following a phenomenological method of description, reduction, and interpretation. An observational approach was used in order to focus on the dynamics specific to the classroom setting. All student expressions were sorted into groups consisting of similar expressions, which were then organized into 13 thematic categories or clusters. Finally, these categories were ordered along a continuum ranging from complete denial to a relative understanding of women's oppression. The essence of each category is stated in a sentence from the students' perspective, and a brief summary paragraph elaborates on the category's theme. (Twenty-three references are appended.) (MM)

ED 293 198 EA 019 888

Garrison, Ronald W., Ed.
Alternative Schools for Disruptive Youth. NSSC Resource Paper.
National School Safety Center, Malibu, CA.; Pepperdine Univ., Malibu, Calif.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- Nov 87
NOTE- 43p.; Articles attached may not reproduce well.
GRANT- 85-MU-CX-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Involvement; Cultural Pluralism; Delinquency Prevention; Dropout Prevention; *Educational Trends; Elementary Secondary Education; *Futures (of Society); *Grouping (Instructional Purposes); *High Risk Students; *Nontraditional Education; Parent School Relationship; Public Schools; School Choice; School Demography; School Safety; Socioeconomic Influences; *Youth Problems

This paper surveys the demographic, historical, and research issues related to alternative education; describes successful models for disruptive and at-risk youth; and suggests how local areas might achieve safety in their schools. Programs for disruptive youth are forecast to grow through the 1990s; approximately 35 percent of school districts presently have alternative school programs. Alternative placement addresses a variety of needs for many groups, including juvenile offenders and students of diverse ethnic and social backgrounds, who may simply require the individualized attention such schools provide. The report provides a list of alternative school classifications with the following major headings: (1) campus programs; (2) schools within schools; (3) intervention; (4) community programs; (5) correctional schools; and (6) separate facility schools. A resource guide briefly describes 20 successful alternative programs throughout the nation. The report concludes with a series of recommendations emphasizing that school district administrators must be committed to working cooperatively with community agencies and supportive of a comprehensive system of public school options. Appended are names and addresses of 21 organizations that promote alternative education, 5 pages of references, and 6 newspaper articles on alternative programs. (CJH)

ED 293 240   EC 202 089

Base Period Report for the Longitudinal Studies of Early Intervention Effectiveness, October 1, 1985 to June 30, 1986.

Utah State Univ., Logan. Early Intervention Research Inst.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 1 Jul 86
NOTE- 229p.; For the 1986-87 annual report of this project, see EC 202 090.
CONTRACT- 300-85-0173
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cost Effectiveness; Data Collection; *Disabilities; Educational Research; Feasibility Studies; *Intervention; Longitudinal Studies; Parent Participation; Preschool Education; Program Effectiveness; *Research Design; Systems Approach; Young Children
IDENTIFIERS- *Early Intervention

The report describes activities conducted during a 12-month baseline period preceding a series of longitudinal studies of the costs and effects of various types of early intervention with handicapped children conducted by the Early Intervention Research Institute at Utah State University. A systems theory perspective forms the theoretical base for the design of the longitudinal studies, influencing site selection, choice of instrumentation, and plans for analysis. Detailed results of four feasibility studies are reported, including one which investigated effects of two levels of parent participation with their handicapped preschool-aged children's special education programs. Aspects of the study regarding recruitment and assignment of subjects to groups, data collection, instrumentation, treatment verification, and attrition were examined as part of the feasibility activities. The remaining feasibility studies examined the effectiveness of three early intervention pilot projects in Illinois, each differing in various aspects of program design and service delivery. The baseline report also describes sites which are proposed as collaborators in the longitudinal research, and summarizes additional information concerning instrumentation, design/analysis issues, cost analysis procedures, and treatment verification procedures which emerged as a result of the feasibility studies. A final section reports on project management over the course of the initial 9-month period. (JW)

ED 293 253 EC 202 452

Falk, Carolyn R.
Children's Perceptions of Divorce's Effects on School Now and in the Future.
PUB DATE- Nov 87
NOTE- 17p.; Paper presented at the Council for Exceptional Children's Topical Conference on the Future of Special Education (Orlando, FL, November 15-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Divorce; Family Structure; *Futures (of Society); *Gifted; Intermediate Grades; Junior High Schools; Marital Instability; *One Parent Family; *Student Attitudes

The study interviewed 41 middle school children (25 gifted and the remainder of average ability) from intact and not intact homes to gather their perceptions of divorce's effects on school now and in the future. Results included the following statements. Differences in responses centered around the subject's cognitive abilities, more than on family status. Gifted students had more to say than non-gifted students. Gifted students spoke with high moral and cognitive reasoning abilities. They saw several good effects from divorce in abstract and long term consequences compared to non-gifted children, who saw the effects of divorce as immediate and unidimensional. Gifted children expressed a desire to know what was happening. All children saw divorce as a splitting mechanism with school seen as a refuge, a moderating change agent, and a treatment center. Children saw marriage as worthwhile and predicted marriage for themselves. The future was seen as a cold complex world with one-parent families predicted as the norm. Children from non intact homes identified three authority centers (each parent and the school) while children from intact homes identified two authority centers (the parents as a unit and the school). (DB)

ED 293 295 EC 202 494

Johnston, Lynne; And Others
Firmness: A Way To Help Young Children Learn To Behave. Project Enlightenment.
Wake County Public School System, Raleigh, N.C.
PUB DATE- 84
NOTE- 13p.; For related documents, see EC 202 488-497.
AVAILABLE FROM- Project Enlightenment, 501 S. Boylan Ave., Raleigh, NC 27603 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Problems; *Childhood Attitudes; *Communication Skills; *Discipline; Early Childhood Education; *Parent Child Relationship; *Parenting Skills; Parent Role

This pamphlet is designed to help parents develop and maintain a consistently firm style when dealing with their children's behavior. It explains the importance of setting limits of acceptable behavior for children. A "firmness continuum" is described with a "wishy-washy," uncertain parenting style at one extreme, a harsh, stern style at the other extreme, and the desired level of firmness somewhere in between. Examples of parental responses falling at the extremes and in the middle of this continuum are given to explain the role that tone of voice, certain words or language patterns, and body language have in communicating a firm attitude. Distinctions are drawn between situations requiring limit setting, in which firmness is essential, and situations in which parents may express preferences or choices but need not hold a firm line. Finally, the importance of consistent follow through on established limits is stressed. (VW)

ED 293 310 FL 017 286

Garg, Ramesh C.
How to Internationalize the Finance Curriculum?
PUB DATE- May 87
NOTE- 23p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; Course Content; *Curriculum Development; *Global Approach; Higher Education; *International Trade; *Languages for Special Purposes
IDENTIFIERS- *Finance

A discussion of methods for internationalizing finance curricula outlines two approaches and suggests a plan for internationalizing the curricula in each of three areas. The two proposed approaches result in either a minimum level of internationalization, which can be accomplished quickly by the instructor, or a substantial level of internationalization, which could include changes in a number of course features. For each of the three curriculum areas in which internationalization is proposed, a course outline is provided and some aspects of course development are discussed. Those areas include corporate finance, financial markets and institutions, and investments. A list of readings and references is appended. (MSE)

ED 292 983 CE 049 912

Hamilton, Stephen F.
The Interaction of Family, Community, and Work in the Socialization of Youth.
William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
PUB DATE- Mar 88
NOTE- 91p.; A product of Youth and America's Future. For other papers in this series, see CE 049 906-911 and CE 049 914.
AVAILABLE FROM- Institute for Educational Leadership, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036-5541 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Development; Change Strategies; *Community Influence; Comparative Analysis; *Family Influence; Foreign Countries; Futures (of Society); *Socialization; Trend Analysis; *Work Experience; *Youth Problems
IDENTIFIERS- Japan; United States; West Germany

A study examined the influences that family, community, and work exert on the youth-to-adulthood transition as well as the dynamics of their interaction. Similarities and differences among the youth-to-adulthood transition as it occurs in the United States, Japan, and West Germany were identified. It was concluded that the links among family, community, and work have weakened over time in the United States, that they have become less supportive of each other and more competitive, and that they are not as effective in promoting socialization to satisfying and productive adult roles

for the present and the foreseeable future as they are in West Germany and Japan. Several things can, however, be done to help slow these trends and facilitate youths' transition to adulthood. One step is to empower parents. Efforts should be undertaken to increase parents' involvement in the governance of secondary schools, help parents and teachers learn to communicate with each other more effectively, and continue to experiment with school innovations that allow parents and youth to work together to select those types of secondary school program options that they deem most compatible. Second, the socialization functions of communities and of the workplace should be taken seriously, and explicit plans to strengthen them should be developed. (This paper includes commentaries by Paul Riesman and John U. Ogbu.) (MN)

ED 293 025 CG 020 673

Guerrero, Frank; And Others
Chapter I Clinical and Guidance Program 1985-86. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Oct 87
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Behavior Change; *Counseling Effectiveness; Elementary Secondary Education; English (Second Language); Mathematics Achievement; *Program Evaluation; Reading Improvement; *School Counseling; *School Guidance; *Student Behavior; *Student Improvement
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

Presented is an evaluation of the 1985-1986 Clinical and Guidance Program which provided a variety of diagnostic and counseling services to 10,536 students enrolled in Chapter I remedial instructional programs in 201 nonpublic schools in New York City. The report notes that the Chapter I Evaluation Model A was used to determine the impact of counseling services on student achievement in kindergarten through grade 12 in reading achievement, mathematics achievement, or linguistic skills. The objective criteria were gains of five Normal Curve Equivalents on norm-referenced achievement tests or statistically significant gains between pretests and posttests on criterion-referenced tests. Findings showed that most students in the corrective reading program, the reading skills center program, the corrective mathematics programs, and the English as a second language program made statistically significant and educationally meaningful mean gains. Students' mean scores on the Behavior Checklist decreased by 10.8 raw-score points, indicating a statistically significant improvement in behavior. The findings demonstrate that, in general,

the program reached its goal of helping students resolve social and emotional problems that could disrupt learning and academic performance. A list of recommendations and 22 tables are included. (NB)

ED 293 099 CS 009 102

Shell, Mae
The Correlation between Television Viewing Habits and Reading Achievement.
PUB DATE- May 88
NOTE- 46p.; Master's Thesis, Kean College.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Class Rank; *Grade 7; Grade Point Average; Junior High Schools; *Reading Achievement; *Reading Attitudes; Reading Research; Reading Skills; Television; *Television Viewing
IDENTIFIERS- Reading Management; Reading Uses; *Television Role

A study examined whether there is a relationship between students' reading grades and the amount of time they spend watching television. Subjects, seventh grade students from three classes (and four reading levels) of a public elementary school in Jersey City were given 84 charts to record their viewing habits for each of the three weeks of the survey. The 20 children who returned televiewing charts for all three weeks were included in the study. The average amount of time each child spent watching television weekly was recorded and then correlated with his or her grade point average. Results indicated that the correlation between average weekly televiewing hours and grade point average was negligible, -.09. (Two tables of data are included, and 16 pages of a related research review, 2 pages of references, and 2 appendixes contained a sample televiewing chart for the survey and a letter to a parent are attached.) (JK)

ED 293 157 CS 211 158

LeTourneau, Mark S.
Audience and Situational Context in Historical Perspective.
PUB DATE- Mar 88
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiences; *Intellectual History; Public Speaking; *Rhetoric; Rhetorical Criticism
IDENTIFIERS- Aristotle; Classical Rhetoric; Discourse Aims; Historical Background; Kinneavy (James); Oratory; *Situational Context

Audience and situational context, the latter defined as a pairing of time and place coordinates, have passed through stages of union, separation, and identification in the history of rhetoric. From Aristotle through Cicero and Quintilian to Hugh Blair and George Campbell, audience was a synecdoche for the situations of utterance that defined deliberative, forensic, and epideictic (in the classical period) or homiletic (in the eighteenth century) oratory. With the shift from oral to written texts as the object of rhetorical inquiry during the nineteenth century, this principle of classification became less viable, since situational context in its literal sense disappears for texts composed to be read. Moreover, the assumption of James Kinneavy's "Theory of Discourse" that all discourse possesses a situational context entails that situation cannot determine persuasive (sub)aim, as had historically been assumed. Consequently, Kinneavy separates audience (the "decoder") from situational context, making the former by itself constitutive of persuasive discourse. However, the notion of decoder cannot differentiate qualitatively along an axis of engagement in a rhetorical situation. To correct this deficiency, recent work has reunited audience and situational context, indeed collapsed them, through metaphorical extensions such as audience evocation and displaced contexts of (genre) convention or discourse community. (Nine references are attached.) (Author/ARH)

ED 293 326 FL 017 302

Abdrabboh, Bob
Marketing Across Cultures: Issues, Problems and Opportunities.
PUB DATE- May 87
NOTE- 10p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; Communication Problems; Comparative Analysis; Competition; *Culture Conflict; Economic Climate; Foreign Countries; *Intercultural Communication; *International Trade; *Marketing
IDENTIFIERS- *Indonesia; United States

Now more than ever, a clear knowledge and understanding of languages, cultures, and customs is essential to successfully marketing products and services around the world. Barriers to competition may occur in differences in language, technology levels, conceptions of authority, environmental perceptions, contexting, and social organization. In business interactions, Indonesians frequently perceive that the American businessperson is impatient, places too much stress on legalism, and is inflexible.

Indonesian and American cultures differ significantly in their views of justice, law, life and death, the family, the values of time, morality, and the management of the enterprise, but the differences need not be a barrier to effective business relations. However, only firms with a thorough understanding of foreign languages, customs, and culture will be competitive in the global economy. There are tremendous trade opportunities in Indonesia. Its advantages in attracting direct foreign investment include political stability, rich natural resources, low labor costs, large local and export markets, dynamic and sustained economic development, appropriate fiscal and monetary trade policies, good international credit, and low corporate taxes. If complemented by appropriate management practices, these factors can produce rewards. (MSE)

Mery-Gorrie, Rose
Teaching French as a Second Language for the Health Professions: Description of the Design Process.
PUB DATE- May 87
NOTE- 26p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Course Content; *Curriculum Design; Educational Needs; Education Work Relationship; Foreign Countries; *French; Hospitals; *Languages for Special Purposes; Needs Assessment; *Nursing; Second Language Instruction
IDENTIFIERS- Canada; *Childrens Hospital of Eastern Ontario

The Children's Hospital of Eastern Ontario, whose stated objective is to provide bilingual French-English services, has established a training program in French as a second language for health care professionals. The program was designed to provide health care providers with a minimum level of communicative competence in specific job-related language skills in the shortest possible time through careful curriculum design. The stages of curriculum development included a language needs assessment, formulation and selection of objectives, selection and organization of content, selection and organization of learning activities, and evaluation of both student performance and course quality. Experience with the language program for nurses, originally designed as a 60-hour introductory course, has shown that it is well enough received to be extended to an additional 60 hours of more advanced training. The fundamental design process for the course is the same for any language, while the formulation and selection of specific objectives and the selection and organization of content and learning activities varies with the profession for which the curriculum is designed. The program has been bought by another hospital, and the Ontario Ministry of Health has awarded the originating hospital a contract for teaching it in other Ontario hospitals. (MSE)

ED 293 011 CG 020 658

George, Veronique; Dussaucy, Edith
Death Perception in People with Suicidal Tendencies.
PUB DATE- May 87
NOTE- 20p.; Paper presented at the Annual American Association of Suicidology/International Association for Suicide Prevention (20th, San Francisco, CA, May 25-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Cognitive Development; Cognitive Processes; *Death; Foreign Countries; High Risk Persons; Individual Development; *Maturity (Individuals); *Self Destructive Behavior; *Suicide
IDENTIFIERS- France

The perception of death gradually develops in a child's mind, reaching maturity at about 8 or 9 years of age. A mature death concept usually means a definition which includes the perception of death as a natural process, its finality, its irreversibility, and its universality. A study was undertaken to improve knowledge about the death concept. Suicidal individuals (N=39) were interviewed a few days after they had attempted suicide. Subjects were asked to recall their thoughts on death just before they attempted suicide. The analysis of their answers showed that their concepts of death expressed various different wishes including the desire to sleep, to rest, to forget, to put an end to something, to change a painful relationship, or to join a dead loved one. Underlying all of these thoughts was the idea that it was possible to be born again. The feeling that death is definitely the end or nothingness was rarely expressed. These findings suggest a lack of maturity in the death concept of most suicidal people. Compared to first attempters, repeat suicide attempters showed less consciousness of death and the risk of loss of life entailed in their suicide attempt. (Author/NB)

ED 293 040   CG 020 688

Watson, Albert L.
Importance of Cross-Cultural Counseling in Rehabilitation Counseling Curricula.
SPONS. AGENCY- Hawaii Univ., Honolulu. Coll. of Education.
PUB DATE- 83
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Counselor Attitudes; Counselor Qualifications; *Counselor Training; *Cross Cultural Training; Curriculum; Higher Education; *Rehabilitation Counseling
IDENTIFIERS- *Cross Cultural Counseling

A current trend in counselor education programs is cross-cultural counseling courses designed to develop culturally competent counselors. This study sought to determine the level of importance placed on cross-cultural content in the rehabilitation counselor education curricula. A national sample representing 50% of the National Council on Rehabilitation Education professional membership was surveyed (N=239). Usable surveys were returned from 91 respondents. Respondents completed the Survey of Opinions about Cross-Cultural Counseling by answering demographic and work-related questions and by rating the importance of 32 cross-cultural educational offerings. The results revealed that respondents rated 27 curriculum offerings as important in the preparation of professional rehabilitation counselors. Respondents also identified an additional seven educational offerings or strategies to teach cross-cultural content which they considered important in the rehabilitation counselor education curriculum. None of the respondents' demographic characteristics, except academic training, was associated with their ratings. Five curriculum offerings were rated significantly more important by counseling-trained respondents than by psychology-trained respondents. Additional research is needed to determine the availability of cross-cultural training in rehabilitation counselor education programs. (NB)

ED 293 055 CG 020 703

Henry, Michael R.; Schwartz, Victoria S.

A Guide for Judges in Child Support Enforcement. Second Edition.

Child Support Technology Transfer Project, Chevy Chase, MD.; University Research Corp., Bethesda, Md.
SPONS. AGENCY- Office of Child Support Enforcement (DHHS), Washington, DC.
PUB DATE- 84
NOTE- 263p.
CONTRACT- 600-81-0062; 600-84-0188
AVAILABLE FROM- National Reference Center, Office of Child Support Enforcement, 6110 Executive Blvd., Room 820, Rockville, MD 20852.

LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) --General (050)
DESCRIPTORS- Children; *Compliance (Legal); *Court Judges; Fathers; Federal Legislation; Federal Programs; Legal Problems; *Legal Responsibility; *Parent Responsibility; Program Effectiveness
IDENTIFIERS- *Child Support; *Child Support Enforcement Amendments 1984; Child Support Enforcement Program

This document provides guidelines for judges in child support enforcement. The first chapter discusses the child support problem in detail, identifies its effects on society at large and the legal system in particular, and assesses the effectiveness of the federal Child Support Enforcement Program, including the Child Support Enforcement Amendments of 1984. The remainder of this guide focuses on the process of establishing and enforcing child support obligations. These specific topics are addressed: (1) the federal role in the child support enforcement program; (2) state and local roles in the child support enforcement program; (3) expedited processes and the changing role of the judiciary; (4) establishment of support obligations; (5) scientific testing for paternity establishment; (6) paternity establishment in the courts; (7) enforcing child support obligations; (8) defenses to enforcement; and (9) interstate cases. The appendices include a legislative history of child support enforcement and a discussion of attack and rebuttal in paternity probabilities. A 10-page glossary of relevant legal and medical terms is included. (ABL)

ED 293 070   CG 020 718

AIDS and Teenagers: Emerging Issues. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session.
Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.
PUB DATE- 18 Jun 88
NOTE- 244p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; *Health Education; Hearings; *High Risk Persons; *Prevention; Public Health; *Sex Education
IDENTIFIERS- Congress 100th

This document presents testimonies from the Congressional hearing examining the Acquired Immunodeficiency Syndrome (AIDS) crisis and its impact on teenagers. Opening remarks from Representatives George Miller, Dan Coats, Ted Weiss, Ron Packard, and J. Roy Rowland stress the importance of determining how to protect adolescents from AIDS. C. Everett Koop, United States Surgeon General, highlights the AIDS risk to adolescents and advocates AIDS education. Mary-Ann Shafer, University of California School of Medicine, discusses the risk of sexually transmitted diseases among young people. Louis Aledort, Mount Sinai School of Medicine, focuses on the risk of AIDS to hemophiliac adolescents and their sexual partners. Vernon Mark, Harvard Medical School, stresses the need for compassion for AIDS victims and for population testing to determine the extent of the AIDS epidemic. Karen Hein, Albert Einstein College of Medicine, explains how adolescents differ from children and from adults in relation to the AIDS epidemic. Becky Adler, high school senior, discusses her experience working for a Teen AIDS Hotline. Jonathan Howe, president of the National School Boards Association, gives guidelines for local school districts to use in developing AIDS education programs. Johnnie Hamilton, Fairfax County (Virginia) public schools, explains how AIDS instruction is being implemented in the Fairfax schools. Richard Gordon, Sequoia Young Men's Christian Association, describes his organization's AIDS education curriculum. Wayne Lutton, Coalition for Public Health, calls for the Department of Education to prepare a what-works study on AIDS and sex education. Supplemental materials are included. (NB)

ED 293 085 CS 009 008

Halfar, Christine; Collins, Carla
Sustained Effects of Chapter 1 Participation: 1983-1985. OEA Analytic Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Oct 87
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Program Evaluation; *Reading Achievement; *Reading Improvement; *Reading Instruction; *Reading Programs; Reading Research; *Reading Tests
IDENTIFIERS- Chapter 1 Programs; *Sustaining Effects Study

Conforming to the U.S. Department of Education's Chapter 1 Evaluation and Reporting System which requires local education agencies to report periodically on the sustained effects of participation in Chapter 1 programs, a sustained effects study evaluated student performance in New York City's Chapter 1 English-language reading programs during the 1983-84 school year. Student achievement was examined at three points: spring 1983 (pretest), spring 1984 (posttest), and spring 1985 (sustained effects test), using the California Achievement Test (CAT) at all three points. Data were available for 15,541 students who were in grades 3 through 7 in 1983-84. Findings indicated that average reading scores increased during the year of Chapter 1 service and also during the year following the end of program participation. Initial gains were greatest for younger students. For all but grade 3, which showed the largest increase, gains during the follow-up year were uniform. A comparison of the achievement of students who continued in Chapter 1 during the 1984-85 school year with those who did not showed that students who remained eligible for Chapter 1 services had slightly lower pre-test scores and showed little or no gains during the year of program participation. However, during the first year of Chapter 1 service they showed considerable gains. (Four appendixes include information on the creation of data files, data loss, and statistical adjustments, and a description CAT including a definition of test scores used. (SKC)

ED 293 113 CS 009 120

Chapman, Shirley
Curriculum Prototypes and the Seven Dwarfs.
PUB DATE- 88
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
  Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Analysis; Content Analysis; *Curriculum
  Design; *Curriculum Development; *Curriculum Evaluation; Fiction;
  Figurative Language; Language Arts; Literary Criticism; Psychology;
  Reading Comprehension
IDENTIFIERS- Curriculum Choice; *Curriculum Emphases; *Fairy Tales;
  Feminist Criticism

Jonathan Culler's notion, that each change of perspective a reader makes brings something different from the text, is explored by using four curricula. They are: the traditional language arts curriculum, an active reading comprehension curriculum, a psychology curriculum, and a feminist curriculum. By analyzing the same text, "Snow White and the Seven Dwarfs," with these curricula, several areas can be addressed concerning curriculum development. Each curriculum offers a different knowledge even though the text or artifact has remained the same. Knowledge changes depending on the experiences of the reader and in this case the reader/curriculum designer. Because of the different results that will be obtained by using each curriculum, it is necessary for teachers to be aware of their perspectives, objectives, and outcomes before creating a curriculum since each view embraces different knowledge, different vocabulary, different attitudes, and different responses from students. (Fourteen references are appended.) (MS)

ED 293 143   CS 211 135

Examen en Vue du Diplome Douzieme Annee. Langue et Litterature 30. Partie B: Lecture (Choix Multiples). Livret de Questions (Examination for the Twelfth Grade Diploma, Language and Literature 30. Part B: Reading--Multiple Choice. Questions Booklet.)

Alberta Dept. of Education, Edmonton.

PUB DATE- Jan 88
NOTE- 23p.; For related documents, see CS 211 133-134; for the 1987 editions, see ED 282 197-199.
LANGUAGE- French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Achievement Tests; *Canadian Literature; Foreign Countries; *French; *French Literature; Grade 12; *Graduation Requirements; High Schools; Language Proficiency; Language Skills; *Language Tests; Multiple Choice Tests; *Test Items
IDENTIFIERS- Canada; *French (Canadian)

As part of an examination required by the Alberta (Canada) Department of Education in order for 12th grade students to receive a diploma in French, this booklet contains the 80 multiple choice questions portion of Part B, the language and literature component of the January 1988 tests. Representing the genres of poetry, short story, novel, and drama, the questions deal with the eight literature selections, including excerpts from works by French-Canadian authors (Andre Maurois and Charles Maurel) and French writers (Pierre Daninos and Jean Anouilh). Duration of the examination is two hours, and all instructions, texts, and questions are in French. (A companion booklet holds the texts that complete Part B.) (MM)

ED 293 185 CS 506 110

Syrett, Mary L.; Aitken, Joan E.
Perceptions of the Politicalization of Southern Women.
PUB DATE- Mar 88
NOTE- 19p.; Paper presented at the Annual Meeting of the American Culture/Popular Culture Association (New Orleans, LA, March 23-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Females; *Political Attitudes; Political Candidates; *Political Influences; Political Socialization; Regional Attitudes; *Sex Role; Sexual Identity; Social Change
IDENTIFIERS- Louisiana; Political Education; United States (South)

To help determine why women are not more active political participants and to provide information necessary to design messages to persuade women to become more involved, a study examined factors that affect political involvement of Southern women. For a comparison between perceptual attitudes between politically active women and other groups of people, questionnaire and interview survey techniques were used to study attitudes of three groups: 28 members of the Acadiana Women's Political Caucus, 28 Optimist Club members (male), and 170 college students and residents of a Louisiana parish. The survey was followed by the development of a Q-Sort to measure attitudes about women in politics. For the Q-Sort, the college students were asked two questions concerning the requirements of political involvement and the type of encouragement they would need to become involved. Perceptions of the major inhibiting factors preventing Southern women from being politically active differ among the survey groups in this study. More traditional values, lower educational levels, and less employment outside the home appear to be the key explanations for the lower political participation by Southern women. The results of this study suggest a need for a public education program to increase political participation by Southern women. (Thirty-eight references are attached and a table and Q-sort are appended.) (ARH)

ED 293 213 EA 019 959

Koerner, Thomas, Jr.
Use of Audiotape Recorders in Schools.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Jan 88
NOTE- 9p.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Audiotape Recorders; *Audiotape Recordings; Court Litigation; Elementary Secondary Education; Federal Legislation; *Legal Responsibility; *Privacy; *Speech Communication; State Legislation
IDENTIFIERS- *Wiretapping

In the last few years a variety of questions have arisen in the school context concerning the legal rights of persons seeking to record conversations. Guidance concerning the law governing these situations is based on the following conclusions: (1) neither the common law nor any federal law generally prohibits the tape recording of conversations to which one is a party; (2) however, 14 states have enacted statutes that require all parties to consent to the recording of conversations prior to so doing. In general, because of varying federal and state legislation and a paucity of court decisions, the law governing the recording of conversations is in considerable flux, and school principals desiring to record conversations in school without the consent or knowledge of all parties involved must proceed with considerable caution. This is especially true when these conversations are conducted on the telephone. Face-to-face conversations probably can be recorded without the consent or even knowledge of all parties in those states with one-party statutes in force or where no applicable statute exists. Even in these states, however, the use of recordings will probably be limited to the private refreshing of recollection and should not be released to third parties without careful consideration of their content. (MLF)

ED 293 227 EC 202 076

Schwartz, Phebe
Rural Transition Strategies That Work.
American Council on Rural Special Education.
PUB DATE- Feb 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; Career Choice; Career Education; Career Exploration; Career Guidance; Career Planning; *Disabilities; *Education Work Relationship; Family Involvement; Job Placement; Job Skills; *Job Training; Models; Parent Participation; Prevocational Education; Program Content; *Program Effectiveness; *Rural Education; School Community Relationship; Secondary Education; Vocational Education; Vocational

Rehabilitation; Work Experience Programs

Successful rural transition strategies which assist disabled rural secondary students in the transition from school to employment and community integration are described. Effective programs and specific strategies touch on such topic areas as job/career exploration, on-site job exploration, career planning, prevocational training, transition training and academic skills, mainstreamed vocational courses, individual vocational training contacts, and parent and family involvement. Additional strategies address identification of training sites, diversified job training, rotation job training, making the most of limited work sites, community involvement in training, contract vocational education (CVE), transportation options, mobile assessment units, interagency collaboration, employer training, community education, social integration, using local employment, school/business partnerships, and creating employment (products and services). The name and address of a contact person is provided for each strategy described. (JW)

ED 293 267 EC 202 466

Thurlow, Martha L.; And Others
School Effectiveness: Implications for Effective Instruction of Handicapped Students. Monograph No. 3. Instructional Alternatives Project.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- May 87
NOTE- 38p.; For related documents, see EC 202 465-468.
GRANT- G008430054
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Role; Basic Skills; Classroom Environment; Curriculum Development; *Disabilities; Educational Methods; *Educational Quality; Elementary Secondary Education; Expectation; *Instructional Effectiveness; Learning Theories; Principals; *School Effectiveness; Student Characteristics; Time Factors (Learning)
IDENTIFIERS- *Effective Schools Research; School Improvement Projects

The monograph summarizes findings of effective schools research, information on the characteristics of effective classrooms, and descriptions of the methodological and conceptual issues related to school improvement projects. The impact of the school effectiveness literature on classroom instruction is discussed, and implications for the instruction of handicapped students are addressed. The summary of research findings includes sections on reviews of school effectiveness, comparative and case studies, and program evaluation. Generalizations from the research include the importance of: the principal's leadership, high expectations for student achievement, emphasis on basic skills, and frequent monitoring of student progress. Characteristics of effective classrooms are described in terms of curriculum alignment, attention to student characteristics, use of instructional time, student success rate, and quality instruction. A model of classroom effectiveness relating specific teacher and student behaviors is summarized. Finally the impact of the school effectiveness literature is reviewed. It is noted that while the focus of the effective schools movement has been in regular education, effective school characteristics apply equally to special education practice. Fifty-seven references are appended. (Author/DB)

ED 293 281 EC 202 480

Robinson, David L.
C.I.T.E. Community Integrated Training and Education: An Alternative to Facility-Based Services.
PUB DATE- Oct 87
NOTE- 10p.; Paper presented at the Annual Conference of the Association for the Severely Handicapped (14th, Chicago, IL, October 29-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; Cost Effectiveness; County Programs; *Delivery Systems; Early Childhood Education; Elementary Secondary Education; Family Involvement; Family Programs; *Home Programs;

*Integrated Activities; *Mental Retardation; *Parent Education; Self Care Skills; Skill Development; Social Support Groups; Student Behavior; *Training
IDENTIFIERS- Ohio (Hamilton County)

The Community Integrated Training and Education (C.I.T.E.) program, sponsored by the Hamilton County (Ohio) Board of Mental Retardation, is a support program for county families with mentally retarded children, aged 6 months to 22 years. The program is structured to provide education and training for families who have decided against residential placements for their children. Training focuses on increasing appropriate behavior; decreasing inappropriate behavior; and developing personal hygiene, dressing, and eating skills. All training activities occur in the home or the community. Skill development first occurs with the child and secondly with the parent, as parents or primary caregivers gradually assume responsibility for teaching and developing the child's skills. Staff consists of a program coordinator who is a Masters level teacher, trainers who are high-school graduates with intensive inservice training, and consultative staff utilized as needed. The average costs per family for C.I.T.E. services were compared to average costs of placement in a family home or foster care and were found to be much lower. A user satisfaction survey indicated that this type of service is a worthwhile alternative to residential services such as group homes and foster care. (JDD)

ED 293 296 EC 202 495

Burgess, Kay; Johnston, Lynne
Parent-Teacher Conferences: Building a Team. Project Enlightenment.
Wake County Public School System, Raleigh, N.C.
PUB DATE- 87
NOTE- 21p.; For related documents, see EC 202 488-497.
AVAILABLE FROM- Project Enlightenment, 501 S. Boylan Ave., Raleigh, NC 27603 ($2.00).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Early Childhood Education; Family Problems; Home Visits; *Interpersonal Communication; Parent Participation; *Parent Teacher Conferences; *Parent Teacher Cooperation; *Referral; *Student Evaluation

This pamphlet is designed to help teachers of young children (in preschools, day care centers, or kindergartens) improve their working relationship with parents through productive parent-teacher conferences. Several steps to be taken early in the school year or even before school begins include establishing and maintaining communication, clarifying expectations, making parents feel welcome, making home visits, and promoting parent involvement. Suggestions for conference preparation cover an optimal yearly schedule of conferences, distributing handouts on the purposes and expectations of conferences, organizing points to cover, preparing specific information about each child, and creating a positive environment for the discussion. The conference itself is described in four phases: (1) beginning the conference; (2) sharing information; (3) ending the conference; and (4) after the conference. Specific points to be covered within each phase are outlined and examples are given of what the teacher should and should not say. Two final sections address how to deal with special concerns in a conference and how and when to make a referral to another professional. Such issues as recognition and acceptance of a problem by parents, negative parental reactions, handling the parent's personal or family problems, and providing specific information about other sources of assistance are covered. (VW)

ED 293 311 FL 017 287

Buehler, George
The B.S. in Foreign Languages at Mississippi State University.
PUB DATE- May 87
NOTE- 9p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bachelors Degrees; *Business Administration Education; *College Second Language Programs; *Degree Requirements; Higher Education; Interdisciplinary Approach; *International Trade; *Languages for Special Purposes; Multilingualism; Program Descriptions; Public Colleges; Second Language Instruction; Teacher Attitudes
IDENTIFIERS- *Mississippi State University

Mississippi State University's revamped undergraduate foreign language program was designed to attract new students interested in job preparedness. The B.S. program is tightly structured to provide students with both general education and expertise in four areas of study essential for a career in world trade: foreign language fluency, proficiency in a second foreign language, expertise in domestic and international business practices, and awareness of the history and political systems of the country of the first foreign language. The new program has provided new focus for previously independent courses of study on foreign languages, business foreign languages, domestic and international business, history, and political science by blending them into a degree program. It has also affected the foreign language program by producing record enrollments, a fourfold increase in majors, and a substantial boost in faculty morale. (MSE)

ED 292 958 CE 049 852

Sharma, Motilal
Technologies To Improve In-Class Instruction. Resource Paper.
PUB DATE- Apr 88
NOTE- 47p.; Paper presented at a seminar on "Uses of Technologies for Education and Training: An Economic Perspective" (Washington, DC, April 18-29, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; *Classroom Techniques; Developing Nations; *Educational Media; Educational Radio; *Educational Technology; Foreign Countries; *Multimedia Instruction; *Peer Teaching; *Rural Education; Slides; Tape Recordings; Tutors
IDENTIFIERS- *Radiovision

It is especially important that teachers working in classrooms in rural areas of developing countries select instructional technologies that are appropriate, pedagogically sound, innovative, cost-effective, and manageable. When selecting the instructional media that will be used in a particular classroom situation, teachers should remember that the formal classroom is a social system in and of itself. Although media can never be a substitute for good two-way communication between teacher and student, it can enhance the teaching-learning process and is particularly valuable as a tool for reaching learners who are widely dispersed over vast geographical areas. Numerous research studies have evaluated the pros and cons of radio, tape-slide presentation, peer tutoring, and media and classroom ethos. Radiovision appears especially promising as an instructional medium in developing nations. Radiovision is an instructional system in which subject matter is presented through both audio and visual channels. It is a system in which students look at visuals that are presented on the screen through slide projectors, filmstrips, charts, models, and other media, and listen to explanations via a cassette player. Compared with television, radiovision is more economical, more favorable to student viewers, more easily manipulated (in the sense that material can be more easily played back), and capable of being produced by using a combination of classroom- and commercially-developed materials. (MN)

ED 293 128 CS 211 119

Grade 12 Diploma Examination, English 33. Part B: Reading. (Multiple Choice). Readings Booklet. 1988 Edition.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jan 88

NOTE- 28p.; For related documents, see CS 211 115-120; for the 1985, 1986, and 1987 editions, see Ed 263 569-581, ED 272 903-909, and ED 280 043-048.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; Multiple Choice Tests; Reader Response; *Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items

IDENTIFIERS- Alberta; *English Examinations

Intended for students taking Grade 12 Diploma Examinations in English 33 in Alberta, Canada, this reading test is designed to be administered with a questions booklet. The following short selections taken from fiction, nonfiction, poetry, drama, and day-to-day functional materials are included: (1) "M is for Mother" (Marjorie Riddle); (2) "It's Hot in the City" (Peter West); (3) an excerpt from "Two Fools Who Gained a Measure of Wisdom" (Anton Chekhov); (4) "Man in Motion in the Thirties" (Sam Roddan); (5) and (6) materials for student evaluation dealing with a citizen's campaign against the proposed construction of a chemical plant, including several letters to and from government officials, a statement defining issues and goals, a list of volunteers, tasks assigned, and progress made, a poster promoting public involvement, and an agenda for a public forum; (7) an excerpt from "The Homecoming of Ted Moser" (John Masters); (8) "The Factory" (Eugene McNamara); (9) an excerpt from "A Morality Play for the Leisured Class" (John Balderston); and (10) an excerpt from "Best Kept Secrets" (Pat Krause). (ARH)

ED 293 199 EA 019 913

Green, Gary
Oklahoma's Advanced School Funding.
PUB DATE- Nov 87
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bond Issues; *Educational Finance; Elementary Secondary Education; Money Management; Public Schools; *School Funds; *State School District Relationship; *Trusts (Financial)
IDENTIFIERS- *Oklahoma

A new means of funding school operations known as advanced school funding allows Oklahoma schools financing during the temporary cash shortfalls. The program consists of the Oklahoma Development Authority issuing revenue bonds purchased by E. F. Hutton and Company, Inc., which then sells the tax free bonds to investors throughout the country. A designated trustee bank issues the proceeds of the sale of revenue bonds to purchase nonpayable warrants issued by school districts. The schools are able to use the Oklahoma Development Authority money interest free for 5 and one-half months. The majority of schools place general fund money in certificates of deposit and earn interest from September 1 to February 15. At this time the bank has access to funds from February to September to place in interest bearing accounts for the Oklahoma Development Authority. The bank charges a fee for the trustee services. The most recent issue of notes included 116 districts. (MLF)

ED 293 343 FL 017 319

Frautschi, Richard L.
A New Concurrent Master's Program in French Studies and Public Administration at Penn State.
PUB DATE- May 87
NOTE- 8p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Area Studies; College Second Language Programs; Degree Requirements; *French; Higher Education; *Interdisciplinary Approach; *Languages for Special Purposes; *Masters Degrees; *Public Administration Education; School Business Relationship; Second Language Instruction
IDENTIFIERS- *Pennsylvania State University

Pennsylvania State University's Department of French and Institute of Public Administration have responded to the need for language-trained civil servants by developing a dual master's degree program in French and public administration. Degree requirements include the full requirements for each program, with six credits from each curriculum considered as electives for the other. The average program length is six semesters. Graduates are expected to begin careers in state or federal public administration with an international emphasis. At the end of the program, students produce a bilingual group or individual paper equivalent to a master's thesis. The paper must be approved by faculty leaders in both units. The first program participants, each of whom came to the institution for a different program, are now completing requirements. The program has been designed entirely from existing courses, but has required more full-time specialists in language, culture, and pedagogy and has precipitated new doctoral concentrations in those nontraditional specialties. (MSE)

ED 293 358 FL 017 334

Carney, William J.
Commercial French to English Translation: A Holistic Approach.

PUB DATE- May 87
NOTE- 23p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Communication; Classroom Techniques; College Students; Course Content; English; *French; Higher Education; Holistic Approach; Instructional Materials; Interpreters; *Languages for Special Purposes; *Language Skills; Second Language Instruction; *Translation

It is proposed that the upper-level language curriculum include a course in commercial French-to-English translation as a means of enhancing student expertise and range of understanding in the commercial domain. Translation lends itself to curricular variety, is integrative, is flexible, and is rewarding to students. However, in commercial translation, students must find their way through a difficult "translation middle ground" in which translations are imprecise and clarity is gained only through acquisition of subject-area knowledge. The purpose of the translation course is to help students create a "translation universe," or well-defined set of parameters for specific translation needs. This universe, developed in the translation classroom, must be established in the student's native language and must take into account the student's prior knowledge of business terminology and procedures. Four techniques for creating a translation universe in the classroom are described; these techniques vary according to the level of sophistication of the translations and the student's background. All approaches require appropriate materials, which should be authentic and not lend themselves readily to analysis in the target language. The best material types are fixed-form documents and passages of a highly specialized or stylized nature. (MSE)

ED 293 374 FL 017 356

Baird, Scott
LAGS and the "Southwest" Dialect of Texas English.
PUB DATE- 28 Dec 87
NOTE- 24p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Atlases; *Geographic Distribution; Language Patterns; Language Variation; Linguistic Borrowing; *North American English; *Phonology; *Regional Dialects; Socioeconomic Status; *Spanish; Structural Analysis (Linguistics); Vocabulary
IDENTIFIERS- Linguistic Atlas of the Gulf States; *Texas (San Antonio)

The "Southwest" dialect, previously isolated in San Antonio, Texas, has been isolated south of that area. Data were drawn from the Linguistic Atlas of the Gulf States (LAGS) and interviews with ten lower-middle/upper-lower class informants. Seven communities were represented by seven female and three male English speakers (four monolingual Blacks, three monolingual Caucasians, and three bilingual Caucasians). Eight distinctively "southwest" phonological variables, discussed in previous research on the dialect, were found to exist in the speech of all ten informants. The distinctively Southwest vocabulary (Spanish-English blends) previously noted also exists. It is proposed that the Southwest dialect be considered a Spanish dialect as well as an English dialect. It is noted that while the LAGS field records were not designed to capture bilingual data, its protocols suggest means of analysis. (Author/MSE)

ED 293 387 HE 020 550

McGuinness, Kathleen, Comp.

Legislative Action & Assessment: Reason & Reality. Conference Proceedings (Arlington, Virginia, July 7-9, 1986).

American Association of State Colleges and Universities, Washington, D.C.; George Mason Univ., Fairfax, Va.

PUB DATE- Jul 86
NOTE- 324p.; Report collected as part of the American Association for Higher Education Assessment Forum.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Assessment; Educational Quality; *Higher Education; *Outcomes of Education; *Program Evaluation; Public Colleges; *Public Policy; *Student Evaluation
IDENTIFIERS- *AAHE Assessment Forum; College Outcomes Assessment; Value Added

Legislative action and assessment in higher education are addressed in 24 papers from a 1986 conference sponsored by George Mason University (Virginia) and the American Association of State Colleges and Universities. Titles and authors include: "Defining and Assessing Baccalaureate Skills: Ten Case Studies" (American Association of State Colleges and Universities); "Assessing Outcomes: The Real Value Added Is in the Process" (T.W. Banta, H.S. Fisher); "Assessment and the Reification of Learning" (C. Bouton); "The Relationship between High School Writing Experiences and University Admission Requirements" (J.E. Creeden); "Academic Assessment: Implications for Faculty Evaluation" (R. DeBard); "Clayton State College" (J. Doig, L. Greer, J. Swofford); "Performance Funding for Tennessee Higher Education: How Does It Work and Where Did It Come From" (R.G. Dumont); "Stimulating Local Assessment Initiatives by State Policy: Miami University's Response to Ohio Program Excellence" (C.W. Ellison); "The Assessment of Academic Quality: A Review of Existing Techniques with Emphasis on Their Validity and Feasibility in Public Higher Education" (W.F. Enteman, P.I. Jackson); "Where Is the Value in "Value-Added" Testing?" (H.T. Everson); "An Approach to 'In-House' Test Development: For Major Field Assessment" (A.J. Golden); "Assessment in Undergraduate Education and Some Implications for Minorities" (F.A. Hrabowski); "Miami-Dade Community College" (J.T. Kelly, J. Losak); "Evidence of Quality Assessment and Control in State Budget Documents" (J.A. Lamb); "Committee on Student Assessment" (F. Luth, V. Livingston, A. Kohen, D. Corbin, A. Lyndrup); "Creating Usable Program Evaluation" (J.H. McBath); "State Control of Higher Education in Michigan: A New Scenario" (T.H. McKinney); "An Overview of Institutional Evaluation" (R.I. Miller); "The Role of Professional Judgment in the Use of Assessment Data" (E.T. Moran); "The Promise of Assessment: Linking Indicators to Outcomes" (T.E.R. Redmon); "Evaluation of Excellence: The Tennessee Plan" (L. Rudolph, J. Nixon); "Teaching Thinking: Implications for Institutional and Public Policy" (M.A. Schlessinger); "The Uses of Assessment for Decision Making: A Primer About Northeast Missouri State University's Value-Added Program" (T.B. Smith); and "Evaluating Academic Programs" (H.L. Thompson). (SW)

ED 293 400 HE 021 190

Adey, David, Comp.; And Others
Distance Education in Southern Africa Conference, 1987. Papers 3.1: Media and Technology in Distance Education.
South Africa Univ., Pretoria.
PUB DATE- May 87
NOTE- 217p.; Papers presented at the "Distance Education in Southern Africa: Preparing for the 21st Century" Conference (Pretoria, South Africa, May 18-21, 1987). For other volumes from this conference, see HE 021 188-197.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Adult Students; *Audio Tape Cassettes; College Libraries; Cooperative Programs; Course Content; *Distance Education; *Educational Technology; *Educational Television; Foreign Countries; Nontraditional Education; Postsecondary Education; Program Evaluation; Radio; Telecourses; Telephone Communications Systems; Users (Information)
IDENTIFIERS- *Africa (South); Botswana; South Africa; *University of South Africa

Fifteen papers from the University of South Africa's Conference on Distance Education are presented on media and technology. They include: "Video Education: What Went Wrong and Why It Is Tomorrow's Teacher If Used Correctly" (William M. Smith); "Formative Evaluation of ETV Programmes" (Aliza Duby); "Distance Education for South African Adult Learners: The Role of Educational Technology" (Jeff Wolfson); "The Role of Radio and Television in Distance Education" (Anina Maree); "The Potential of Sound Cassettes in Distance Education" (Johan Freysen); "The Use of Satellites for Distance Education: A New Model for South Africa" (I. Ural); "Community Information for the Functionally Illiterate in South Africa by Means of Audio Cassettes" (A.P. du Plooy); "The Botswana Experiment: The Feasibility of Communication Technology in a Distance Learning Innovation in Southern Africa" (R. Kenneth Jones, Kathlene Higgins); "The Use of Audio-Cassettes in Distance Education" (Andre I. le Roux); "The Telephone at UNISA" (C.C. Herbst); "UNISA and Beltel: A Marriage of Convenience?" (Calvyn Potgieter); "The UNISA Beltel Project" (Jean-Paul Genot); "Communication Media and Distance Education (Media Design: An Integral Part of Course Design)" (C. Potgieter); "Supplying Library Materials to Undergraduate Students of a Distance Teaching University" (N. Shillinglaw); and "Post-Graduate Students and the Library at a Distance Teaching University" (Robert Poller). (LB)

ED 293 413 HE 021 326

Hockenberger, Susan J.
Marketing in Higher Education.
PUB DATE- 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Economic Development; *Educational Economics; Enrollment Projections; Enrollment Trends; Financial Problems; Fund Raising; *Higher Education; *Institutional Advancement; *Marketing; Private Colleges; Public Colleges; State Colleges

Educational institutions must seek new approaches to institutional planning because of such factors as shrinking traditional college age populations, eroding grants, governmental and judicial incursion, the tightening economic belt, and concern over the relevance of education to modern day needs. The concept of marketing higher education is controversial, and before 1970, it was a very small part of long range planning. Currently, the question is how to market as opposed to whether or not to market. This stems from the dramatic changes in society. Projections for the next 15 years say the educational trends from the early 1970s will continue. The composition of future student bodies is affected by the great increase in minority populations and the changing life expectancy. It is important for each institution to analyze its specific circumstances and design a special marketing plan according to its uniqueness. A discussion of what state and private colleges must consider is provided, and marketing activities in general are described. The marketing of higher education focuses on encouraging enrollment and helping with fund raising. Important steps in strategic marketing planning include environmental analysis, resource analysis, goal formulation, strategy formulation, organization design making changes to implement the strategies, and systems design improvement to promote effective strategy implementation. Twelve references are provided. (SM)

ED 293 427 HE 021 340

Heermann, Barry
Teaching and Learning with Computers. A Guide for College Faculty and Administrators. First Edition.
REPORT NO.- ISBN-1-555-42084-2
PUB DATE- 88
NOTE- 244p.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome St., San Francisco, CA 94104-1310 ($22.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Instruction; *Computer Assisted Instruction; *Computer Managed Instruction; *Computer Software; Computer Uses in Education; Higher Education; *Microcomputers; Program Development; Teaching Methods

The use of computers in higher education instruction is addressed from a pedagogical point of view and is intended as a guide to the integration of computers into instruction in ways that will fulfill the technology's promise and avoid its problems. After an introductory section on the promises and problems of computers, Part One ("Enriching Instruction with Computers") consists of the following chapters: "Deciding When and How To Use Computers in a Course"; "The Computer as Teaching Machine: Enhancing Informational Skills"; "The Computer as Simulator: Developing Problem-Solving and Integrative Skills"; "The Computer as Resource: Fostering Investigative Skills"; "The Computer as Tool: Improving Analytical Skills"; and "Acquiring and Implementing Educational Software." Part Two ("Creating an Environment for Computer-Enriched Instruction") consists of the following chapters: "Planning an Institutionwide Computer Environment"; "Overcoming Resistance and Building Support for Computer Uses in Instruction"; "Organizing and Managing Academic Computing Programs"; and "New Technology and the Future of Teaching and Learning with Computers." A glossary of common computer terms, sources of information and assistance for academic computing, and an index are appended. 148 references. (KM)

ED 293 442 HE 021 355

Smith, Edwin R.; Bissonnette, Kathleen K.

An Analysis of the Economic Benefits of Nonresident Students Enrolled in West Virginia Higher Education Institutions. A Study Conducted for the West Virginia Board of Regents. AIR 1987 Annual Forum Paper.

PUB DATE- May 87
NOTE- 18p.; Paper presented at the Annual Forum of the Association of Institutional Research (27th, Kansas City, MO, May 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economic Factors; *Expenditures; Fees; Higher Education; Institutional Research; *Noninstructional Student Costs; *Out of State Students; Purchasing; *Tuition
IDENTIFIERS- *AIR Forum; Economic Impact; *West Virginia

The economic benefits of nonresident college students on the West Virginia economy were assessed. Estimates were made of the approximate effects of tuition and fees, visitors' expenditures, and student living expenses. During the 1985-1986 academic year, the 10,091 nonresident students enrolled in West Virginia higher education institutions contributed an estimated $72,182,000 in direct economic benefit through tuition and fees, living expenses, and travel expenses of parents and friends. The $72,182,000 flowing through the state's economy generated $86,618,318 in direct and indirect financial benefit to the state, while the state allocation attributed to the education of these nonresident students was $28,668,537. For each one dollar invested by the state in nonresident students, the state realized a return of $3.02 over the period of one academic year. The direct economic contribution from nonresident student tuition and fees was calculated by multiplying the annual nonresident graduate and undergraduate tuition and fee charges for 1985-1986 by the full-time equivalent (FTE) student enrollment. For each institution, data are provided on tuition and fees charges, estimated contribution to the economy, and living expenses. Benefit to cost comparisons are also shown for the state. 17 references. (SW)

ED 293 456 HE 021 369

Comments and Recommendations on "The Consortium of the California State University: A Report." A Response to Supplemental Language in the 1987 Budget Act Regarding the Closure of the Consortium. Report 87-45.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Dec 87
NOTE- 165p.
AVAILABLE FROM- Publications Office, California Postsecondary Education Commission, 1020 Twelfth St., Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Consortia; Cooperative Programs; Dual Enrollment; *Educational Finance; *External Degree Programs; Financial Policy; *Financial Support; Full State Funding; Higher Education; Institutional Cooperation; Program Evaluation; *Program Termination; Resource Allocation; School Funds; *State Aid; State Government; *State Universities; Statewide Planning
IDENTIFIERS- *California State University; Funding Formulas

At the request of the state legislature, the California State Postsecondary Education Commission presents comments on "The Consortium," a 14-year-old external degree program which the California State University decided to disband. Commission comments on the university report include concerns over the funding mechanisms currently employed for consortium programs offered by the campuses (since the Commission recommended that all degree-granting programs be state-funded). The three main recommendations offered by the Commission are that (1) the Governor and legislature accept the State University's report, "The Consortium of the California State University" as adequately addressing the issues raised by the Supplemental Language to the Budget Act of 1987; (2) the California State University seek state support for any program that was once a part of the Consortium; and (3) if the cost of operating these programs is more than the amount generated by the state general fund revenue, the state university (with the Department of Finance and the Office of the Legislative Analyst) should develop suitable mechanisms to fund the difference. Appendices include related correspondence and "The Consortium of the California State University: A Report." The 13-page report with its appendixes comprise the major part of the document. Appendixes include a brief history of the Consortium and memoranda on the transfer of programs to individual campuses. (SM)

ED 293 470 HE 021 384

Ryder, Kenneth G.; Wilson, James W.

Cooperative Education in a New Era: Understanding and Strengthening the Links between College and the Workplace.

REPORT NO.- ISBN-1-55542-072-9
PUB DATE- 87
NOTE- 366p.; Part of the Jossey-Bass Higher Education Series.
AVAILABLE FROM- Jossey-Bass Publishers, 433 California Street, San Francisco, CA 94104.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Education; *College Role; *Cooperative Education; Cost Effectiveness; Educational History; *Education Work Relationship; *Field Experience Programs; Higher Education; Outcomes of Education; Program Evaluation; School Business Relationship; Student Employment; *Student Experience; Student School Relationship; Trend Analysis; *Work Experience Programs

A description of contemporary cooperative education shows how programs, policies, and practices have developed and changed to fit today's educational and work environment. Specific benefits for students, academic institutions, and employers are examined. Following a foreword by Ralph W. Tyler, four chapters in part one (the development of contemporary cooperative education) are presented: "Social and Educational Roots" (Kenneth G. Ryder); "Factors Influencing Recent Growth and Expansion" (Roy L. Wooldridge); "Contemporary Trends in the United States" (James W. Wilson); and "Comparing Programs Worldwide" (Solveig M. Turner and Antoinette Frederick). Part two (effective approaches to program management and operation) includes eight chapters: "Planning, Implementing, and Assessing Programs" (Harry N. Heinemann); "Documenting Benefits and Developing Campus and Community Support" (Paul E. Dube and Alice F. Korngold); "Achieving Cost Efficiency and Program Effectiveness" (James W. Wilson); "Creating Information Systems for Effective Management and Evaluation" (James W. Varty); "Legal Rights and Obligations of Students, Employers, and Institutions" (Michael B. Goldstein and Peter C. Wolk); "The Employer's Role in Program Development" (Bruce T. Evans); "Enhancing the Student's Cooperative Education Experience" (Patricia T. van der Vorm); and "Overseas Program Development and International Student Placement" (Robert E. Vozzella and Robert R. Tillman). Part three (assessing outcomes, benefits, and opportunities for growth) offers three chapters: "What Students Gain from Cooperative Education" (James W. Wilson); "The Impact of Cooperative Education on Employers and Graduates" (Sylvia J. Brown); "Meeting the Challenges and Opportunities of the Next Decade" (Kenneth G. Ryder). Information on organizations, societies, and agencies involved in cooperative and experiential education provided. References follow each chapter. (SM)

Bailey, Adrian; Leaman, Oliver

Television and the Construction of Myth: Liverpool 1985.

PUB DATE- Jul 86
NOTE- 23p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Athletics; Cultural Images; Foreign Countries; Imagination; Local History; *Mass Media Effects; *Media Research; *Mythology; *News Media; Soccer; Social Behavior; Socioeconomic Influences; Television Research; *Violence
IDENTIFIERS- Belgium; *England (Liverpool)

This document analyzes the construction of a mythical representation through television, focusing on the British Broadcasting Company's (BBC) television coverage of the violence which took place at the Heysel Stadium in Brussels prior to the 1985 European Cup Final between Juventus and Liverpool. As background for this analysis, a concept of Liverpool--variously interpreted and produced to explain local political, economic, social, and sporting events--is examined. The study directs special attention to the way in which commentators coped with the violent scenes which occurred before the football (soccer) match began. It was found that: (1) much of the commentary seemed to be an emotional response to the unpleasant events that happened; and (2) the particular discourse that resulted was characterized by dominant images of Liverpool, working class youth, and leisure in British society, and a particularly strident attitude which facilitated the production of the television report. Analysis of the BBC coverage revealed that, far from being an objective, balanced, and transparent view of events, the spectacle served to function as a basis for a sustained attack upon Liverpool. The paper looks in detail at how this came about, examines the concept of myth as an exploratory vehicle in media studies, and points out some difficulties in its use. (34 end notes/ references) (CGD)

ED 293 498 IR 013 020

Collett, Peter
Watching the TV Audience.
PUB DATE- Jul 86
NOTE- 14p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Audience Analysis; *Behavior Patterns; Comparative Analysis; Correlation; *Experimental Psychology; *Family Life; Foreign Countries; Measurement Techniques; Naturalistic Observation; *Television Viewing; *Videotape Recordings
IDENTIFIERS- *United Kingdom

Data were collected for this study of the relationship between television watching and family life via a recording device (C-Box) consisting of a television set and a video camera. Designed for the study, this device was installed in 20 homes for one week to record the viewing area in front of the television set together with information on programs being watched. Adult viewers were also asked to complete a viewing diary to estimate their presence in the room during television programs and the amount of time they spent looking at television, and to rate each program for enjoyment and impact. Analysis of the data from approximately 350 hours of videotape suggested that presence in the room and looking at television were not strongly correlated. However, when the observed values for presence and looking were correlated with reported values for enjoyment and impact, all of the variables were positive and significant. Comparisons of the diaries with the data from the videotapes showed that the former were prone to errors and the perpetuation of myths about the effects of television, while the recording techniques had the advantage in discovering how people relate to television in the privacy of their own homes. It was concluded that, only by gaining access to people's homes via the video and recording the routines and rituals associated with television watching, can researchers come to understand the role television plays in peoples' lives and its effects on them. (7

references) (CGD)

ED 293 512 IR 013 035

Gagnon, Diana; And Others
Interactive Television: The Influence of User Control and Interactive Structure.
PUB DATE- Jul 86
NOTE- 27p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aptitude Treatment Interaction; *Broadcast Television; Cognitive Style; College Students; Comparative Analysis; Higher Education; *Interactive Video; *Intermode Differences; Locus of Control; News Media; Observational Learning; Programing (Broadcast); Tactual Perception; Technological Advancement; *Television Research; *Videodisks
IDENTIFIERS- *Learner Control; Video Games

A series of studies underway at the Audience Research Facility at MIT (the Massachusetts Institute of Technology) are examining the influence of interactive video on learning and entertainment television viewing. The first study compared the learning of spatial content from interactive (user controlled video games) versus observational (television) media. Pre-existing cognitive styles (haptic perception and locus of control) were found to influence the subject's ability to perform with the two types of media. The second study in the series examines the influence of user control and interactive structure on learning from television news. The influence of modality preference, and pre-existing media usage patterns are also examined. The final study in the series examines the influence of user control and interactive structure on identification and involvement with characters in the television program "Dallas." The influence of the subjects' general empathy level and pre-existing media patterns will also be examined. A model for examining interactive television and television structures is discussed and results from the first study are summarized. (48 references) (Author/CGD)

ED 293 527 IR 013 052

La Place, Maria
Nationalism and Gender in American Television.
PUB DATE- Jul 86
NOTE- 19p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Females; Graphic Arts; Law Enforcement; *Mass Media Effects; *Nationalism; Patriotism; Police; Racial Discrimination; *Sex Role; Social Problems; Social Status; *Stereotypes; Television Research; Violence
IDENTIFIERS- *United States

This paper examines the dominant genre of the last American television season--the action/adventure/law enforcement show--and discusses differences between this genre and television shows in the 1950s to 1970s. Today's programs are described in terms of the similarities they exhibit with the strategies of the New Right and the apparent contradictions between the progressive movements of the last 20 years--feminism, the black movement, anti-imperialism--and the demands of patriotic nationalism. Analyses of eight series that are representative of the genre, but constructed around and through a more overt form of national address than most other programs, indicate that they share similarities in discursive and aesthetic form and structure. Similar aspects of the genre's national address, plus other characteristics of the programs, are illustrated by references to specific shows. In addition, the paper addresses the following issues: how this genre attempts to create a new, more palatable, authoritarian, patriotic, and repressive national identity by incorporating elements and signs from progressive movements of the last 20 years and its spectacular and exciting visuals; and how television's ubiquity makes it a major part of the content of shared perceptions through which Americans try to make sense of themselves both as a nation and individually. (5 end notes) (CGD)

ED 293 541 IR 052 318

Johnson, Bruce; Sharp, Colin
Study of School Use of Networks and Information Retrieval Systems. Final Report.
Nicholas Clark and Associates, Melbourne (Australia).
SPONS. AGENCY- Australian Libraries and Information Council, Melbourne.
PUB DATE- Feb 87
NOTE- 87p.; Three of the four appendixes listed were not included in this copy of the report.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Networks; Databases; Foreign Countries; *Information Networks; *Information Retrieval; *Online Vendors; *School Libraries; Telecommunications; Use Studies
IDENTIFIERS- *Australia

This two-phase study of the use of networks and information retrieval systems by schools in Australia was designed to inquire as to the extent that schools are using all available networks; how appropriate and effective these sources of information are for schools; how costly such services might be; and what developments can be reasonably expected in the near future that will impact on schools. Data were gathered via a documentary analysis of promotional material and other relevant material pertaining to the networks and information systems; discussions with individuals involved with the school usage of such services, e.g., teachers, principals, librarians, and, where possible, students; and discussions with representatives of service providers. Following an executive summary and a brief introduction, the report includes: (1) a description of the project methodology; (2) a report of the findings of both phases of the project; (3) a brief discussion of the representativeness of the sample used and comments on specific networks; (4) conclusions reached concerning funding, expense, availability, suitability, representativeness, rationales for and against use of networking and information systems in schools, and teacher training; and (5) recommendations on the role of school libraries, standardization, further research needs, extension of current ASCIS services, bulletin board systems, and commercial sponsorships. Also included are a glossary of terms and 30 references, and a list of the sources of information for the study is appended. (EW)

ED 293 556 IR 052 349

Person, Ruth J.; Newman, George Charles
Selection of the University Librarian. An OMS Occasional Paper.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
REPORT NO.- ISBN-0-918006-56-2
PUB DATE- Feb 88
NOTE- 34p.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($15.00 prepaid; order no. OP13).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Administrator Characteristics; *Administrator Selection; *Employment Qualifications; Higher Education; Interviews; *Librarians; Library Administration; *Search Committees (Personnel)

This report on the process by which a university librarian is selected is based on interviews with key participants in searches for library directors at five medium to large universities, each of which had selected a new university librarian within the two years prior to the survey. It was found that the five universities--one private, one state-related, one member of a statewide university system, and two state universities (one rural and one urban)--had a number of common characteristics which contributed to a successful search, including relative openness with respect to the process, a clear understanding of affirmative action guidelines, a commitment to the library by academic officers, and interest from the three major constituent groups, i.e., librarians, faculty, and administrators. Several critical factors in the search process that were common to the searches were also found: (1) careful attention to the composition of the search committee; (2) management of group dynamics within the search committee; (3) accurate representation of the university to the candidates; (4) accurate knowledge on the part of the committee of the type of individual desired by academic officers; and (5) communication of the future direction of the university from academic officers to all involved in the search. The critical role of outsiders in searches, as well as the necessity for an "assertive" search are also considered. Copies of the interview questionnaire and the introductory cover letter are appended. (60 references) (Author/EW)

ED 293 570 JC 880 152

Entering Student Goals, 1985-86 Academic Year and Enrollment Goals and Progress toward Goal Accomplishment: A Snapshot of the 1985-86 Student Body. Institutional Research In-Brief.

Philadelphia Community Coll., PA. Office of Institutional Research.

PUB DATE- 2 Mar 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; Community Colleges; Educational Planning; Occupational Aspiration; Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students

In fall 1985 and spring 1986, new and continuing students at the Community College of Philadelphia (CCP) were surveyed regarding their educational and career goals. New students were surveyed during placement testing, while continuing students were surveyed as part of the advising process. The study showed that new students entering in the fall term were more likely to be degree and transfer oriented than students entering in the spring term. A larger percentage of the fall respondents than the spring respondents (30% vs. 19%) indicated that they were uncertain of their goals and needed assistance in developing an educational plan. For both fall and spring respondents, the top four enrollment goals were "prepare for a new job," "increase self-confidence," "courses for transfer," and "meet new people." Of the 1,868 continuing students who were surveyed in spring 1986, 54% planned to earn a degree, 55% planned to transfer to a four-year institution after leaving CCP, 22% planned to continue working at their current job after leaving CCP, 42% expected to clarify their goals while at CCP, and 43% knew exactly what to do to achieve their goals. Continuing students were most likely to report having made progress toward achieving goals related to preparation for transfer or employment. (EJV)

ED 293 583 JC 880 185

McGuire, Kenneth B.

State of the Art in Community-Based Education in the American Community College.

American Association of Community and Junior Colleges, Washington, D.C.
REPORT NO.- ISBN-0-87117-180-5
PUB DATE- 88
NOTE- 77p.; Condensed form of the author's dissertation under the same title.
AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Circle, NW, Suite 410, Washington, DC 20036 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *College Role; Community Colleges; *Community Services; *Institutional Mission; National Surveys; Organizational Effectiveness; *Outreach Programs; Program Descriptions; Program Effectiveness; *School Business Relationship; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *Community Based Education

A study was conducted to determine the extent to which the community colleges' community-based mission has been understood and accepted and to assess the impact of this educational philosophy on local communities. Specifically, the study sought to: (1) explore the extent to which the community-based mission is reflected in the literature on the American community college; (2) identify and describe community-based programs that are notably effective in meeting community needs; (3) identify and describe institutions serving as prototypes of the community-based education philosophy; and (4) make recommendations for strengthening and expanding this mission. Study methodology involved reviewing the literature; defining and developing a set of criteria for evaluating community-based education based on the suggestions and ratings of a national panel of experts representing nine regions of the United States; surveying the presidents of 1,272 community colleges to gather information on exemplary programs; and selecting effective programs and prototype colleges. The four prototypes colleges (i.e., Florida Junior College at Jacksonville, Northeastern Junior College, Colorado, Northern Virginia Community College, and Valencia Community College, Florida) received high ratings with respect to involving community leaders in program planning and development; serving as a catalyst in community development; receiving support, sponsorship and/or funding from business, special interest groups, or community organizations; offering courses on a flexible basis; and providing programs and activities at off-campus learning centers. The report offers information on effective community-based programs, profiles the prototype colleges and concludes by offering 18 descriptors of the community-based college, a checklist of recommendations for developing and establishing effective community-based education programs, and a set of proposals for implementing the recommendations. A 38-item bibliography and a 17-item annotated list of references are included. (EJV)

ED 293 596 JC 880 205

Hawkins, O. Rebecca, Ed.
1987-92 Master Plan: Prince George's Community College.
Prince George's Community Coll., Largo, Md. Office of Institutional Research.
PUB DATE- Jun 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *College Planning; Community Colleges; Educational Trends; Enrollment Influences; *Institutional Advancement; *Institutional Mission; *Long Range Planning; *Organizational Objectives; Two Year Colleges

This annual update of the Prince George's Community College (PGCC) Master Plan represents an effort by the college to provide a framework for meeting the postsecondary educational needs of Prince George's County. Following a brief introduction highlighting PGCC's goal to increase its role in the county's economic development, PGCC's planning process is explained. The next section looks at PGCC's mission; its commitment to academic excellence, open admission, educational access, affordability, program diversity, and county development; and its instructional and support programs. Next, an overview is provided of PGCC's current enrollment situation, including information on the college's market share, enrollment trends, student demographics, goals, attendance patterns, and program choices. The next section considers some of the factors external to the college that will affect its future, including the decline in high school graduates, the trend toward an older county population, county economic development activities, increasing competition among higher education institutions, and the availability of financial aid. Finally, the report presents the following goals and priorities of PGCC: (1) increase the college's share of the high school market and adult continuing education, credit and noncredit market over the period fall 1988 through fall 1990; (2) increase the retention rate of students; (3) improve transportation to PGCC's Largo Campus; (4) increase credit and noncredit enrollments through entrepreneurial efforts; (5) increase funding from private and public sectors; (6) seek alternative funding for new or upgraded facilities; (7) improve marketing efforts; and (8) enhance affirmative action. (EJV)

Fain, Adeline E.
Views from the Top: How Community College CEOs See Their Occupational Roles.
PUB DATE- Apr 88
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Responsibility; *Administrator Role; Community Colleges; *Leadership Responsibility; *State Officials; *Time Management; Two Year Colleges
IDENTIFIERS- *State Directors of Two Year College Education

A study was conducted to investigate the role perceptions of the state directors of community college education in 11 states. The directors were asked to rate 67 managerial activities in terms the importance of the activity and the amount of time they spent on it. They were also asked to identify the activities needing more of their time and those they found most enjoyable. Study findings, based on responses from all 11 directors invited to participate, included the following: (1) respondents consistently gave the highest ratings, both in terms of importance and time alloted, to the activities associated with resource allocation; (2) the lowest ratings were given to activities involved in contract negotiation and grievance handling; (3) for five items, there was a discrepancy between the amount of time spent and the importance of the item, indicating that the directors spent more time than necessary "staying tuned to what is going on in competing educational organizations," "talking to different people to find out unofficially about the organization's plans or management decisions," "keeping professional colleagues informed about the organization," and "maintaining a personal network of in-house contacts through visits and phone calls"; and (4) the directors indicated a desire to spend more time than their present schedules allowed in activities associated with leadership and resource allocation. A 13-item bibliography and information on Mintzberg's model of managerial roles are included. (EJV)

ED 293 623 PS 017 213

Avgar, Amy
How Many Children? Dilemmas of Family Planning.
American Jewish Committee, New York, N.Y.
PUB DATE- Oct 87
NOTE- 26p.; A project of the William Petschek National Jewish Family Center. Publication made possible by a special grant from the Esther Rosenbaum Fund.
AVAILABLE FROM- The American Jewish Committee, Institute of Human Relations, 165 East 56 Street, New York, NY 10022-2746 ($2.00; quantity prices on request).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Birth Rate; Employed Parents; *Family Planning; *Family Size; *Jews; Judaism; Nuclear Family; *Parent Attitudes; *Population Trends; Values
IDENTIFIERS- Focus Groups Approach; *Social Policy

As a follow-up to a conference on Jewish population growth, two focus groups of young couples explored personal factors that motivate childbearing decisions. Couples reported that their decisions about how many children to have evolved sequentially, and depended on specific experiences with the first child and each additional child. Couples mentioned obstacles as well as inducements to raising a family. Parents of one child cited economic factors, career objectives, and limited time as deterrents to having more children. Couples with more than one child stressed the importance of transmitting Jewish values, voiced concern over Jewish survival, and expressed a desire to give love and nurture to offspring. This information has implications for Jewish communal policy and programming. It is important that the Jewish community as a whole stresses the advantages for the family and the society of couples' having children. In addition, measures should be initiated to minimize the professional sacrifice of dual-career couples who want children. (PCB)

ED 293 638 PS 017 287

Mitkin, A.

Eye Movements and Visual Function in Infancy: The Problem of Interdependence.

PUB DATE- Jul 87

NOTE- 29p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 12-16, 1987). Contains some lines of indistinct type.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Age Differences; *Depth Perception; *Eye Movements; Foreign Countries; Genetics; *Individual Development; *Infant Behavior; Theories; Visual Discrimination; *Visual Perception; Visual Stimuli

IDENTIFIERS- Peripheral Vision; Stimulus Characteristics; *USSR; Vestibular Stimulation

Reported are three series of experiments analyzing the development of the visual function of infants. The first experimental series was aimed at the investigation of infants' reaction to moving objects. The second experimental series dealt with the analysis of the development of binocular vision in infants. The goal of the third series was to discover the boundaries and structure of the infant visual field. The fourth series was aimed at testing the mechanism of visual-vestibular interaction in infants. Principal conclusions from the findings suggest: (1) a genetically fixed mechanism that functions adequately from the first weeks of life is responsible for vestibulo-ocular responses (VOR) in infants; (2) vestibular afferentiation mainly triggers smooth eye movements; (3) VOR attain the most stable and smooth character in sleep, that is, when other sensory influences are minimal; (4) the ability to smooth compensatory eye movements and the ability to smooth foveal pursuit of moving objects develop heterochronously and are probably determined by different neurophysiological mechanisms; and (5) the effect of complex visual-vestibular afferentiation depends on age. The older the child, the stronger the influence of visual signals on the integral eye movement response. Theoretical implications of the findings are discussed. (RH)

ED 293 652 PS 017 312

Starr, Michele
Increasing the Intensity of Science Instruction in the Half-Day Kindergarten.
PUB DATE- 88
NOTE- 75p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Curriculum Development; Experiential Learning; *Instructional Improvement; *Kindergarten; *Learning Activities; Lesson Plans; Primary Education; *Science Instruction

An early childhood specialist teaching kindergarten classes in a small city in the northeast designed this practicum to improve the science instruction provided kindedrgarten children. Practicum goals were to: (1) increase the effectiveness of the kindergarten science program by providing science experiences based on the recognition of the importance of the active involvement of children in learning activities; (2) develop children's process skills; (3) utilize the natural environment; and (4) stimulate children's inherent curiosity. To achieve these goals, a program of Child Initiated Study was introduced in which children were encouraged to contribute to the science area an item about which they wanted to learn more. Items the children were curious about became the topic of in-depth instruction for a week. Knowledge was shared and hands-on activities were planned that focused on the selected topic. Concurrently, children's process skills were developed through participation in specific activities in three study areas. A Science Open House was organized for parent and child participation. Evaluation data demonstrate the success of the study. Lesson plans are appended. (Author/RH)

ED 293 667 RC 016 567

Ghebremedhin, Tesfa G.; Armand-Golden, Tammy

Off-Farm Employment as a Source of Family Income in Louisiana.

PUB DATE- 88
NOTE- 17p.; Paper presented at the Annual Meeting of the Southern Agricultural Economics Association (New Orleans, LA, January 31-February 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; *Employment Opportunities; *Family Income; *Farmers; Females; *Labor Force Development; *Off Farm Agricultural Occupations; *Rural Development; Rural Economics; Whites
IDENTIFIERS- Farm Crisis; *Louisiana; Small Farms

The shifting structure of production agriculture in Louisiana, characterized by technological change and economic growth, has created problems for farmers, forcing them either to get large, get out of farming, or get off-farm work to survive. A survey of 142 farmers living in parishes surrounding the Baton Rouge metropolitan area indicates off-farm employment has been a principal source of income for Louisiana farm families. Approximately 68% of total family income received was for off-farm income, of which 42% was earned by farm operators and 26% was earned by spouses. Average off-farm income earned by whites was $15,138 compared to $14,133 earned by blacks. Farm operators earned significantly more per hour than spouses mainly due to a gap in skill level and mobility. Most farm families were employed in relatively low-skilled and low-paying off-farm jobs commensurate with their skills and experience. With Louisiana now posting the highest unemployment rates in the country, opportunities for future off-farm employment are reduced. There is a need for a rural development program that would integrate both farm and non-farm programs and include a broad range of public service programs, from off-farm job creation and human resource development to welfare, social security, and community development programs. (NEC)

Wolverton, Lorrie
Classroom Strategies for Teaching Migrant Children about Child Abuse. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-88-11
PUB DATE- Mar 88
NOTE- 13p.; For a related document, see RC 016 592.
CONTRACT- 400-86-0024
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Bibliotherapy; *Child Abuse; Child Advocacy; Child Welfare; *Classroom Techniques; Elementary Secondary Education; Group Discussion; *Learning Activities; Migrant Children; *Migrant Education; Migrant Problems; Migrant Youth; Reading Material Selection; Self Concept; Self Esteem; Sexual Abuse; *Teacher Role; Teaching Methods
IDENTIFIERS- ERIC Digests

Child abuse education in the migrant classroom can accomplish five major goals: (1) provide support to the child who has suffered some form of maltreatment; (2) teach children abuse prevention strategies; (3) teach all children to accept those who have special problems; (4) improve children's self-concepts; and (5) encourage the abused child to confide in an adult regarding the maltreatment. Bibliotherapy is an appropriate technique for bringing child abuse education to the classroom. Bibliotherapy--the process of offering guidance through reading--can be used by teachers who have an interest and concern for children supported by a willingness to become familiar with children's literature. To be successful with the use of bibliotherapy the teacher must identify student needs and match needs to appropriate reading materials. The teacher must decide how books will be used, what guidance will be given during reading, and what follow-up activities will be used. Child abuse education should also address the problem of low self-esteem, one of the primary characteristics shared by the abusive parent and the abused child. Sixteen references are provided, grouped under the headings of self-concept activities, children's books on child abuse, and finding books for children. (JHZ)

ED 293 696 SE 049 034

Clarke, Marianne; And Others
The Role of Science and Technology in Economic Competitiveness. Final Report.
Conference Board, Inc., New York, N.Y.; National Governors' Association, Washington, DC. Center for Policy Research and Analysis.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Sep 87
NOTE- 87p.
GRANT- NSF-87-01478; NSF-87-01479
AVAILABLE FROM- National Science Foundation, Office of Public Affairs, 1800 G Street, NW, Washington, DC 20550 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Mathematics; *College School Cooperation; College Science; Competition; Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; Higher Education; *International Relations; Mathematics Education; *National Surveys; *School Business Relationship; *Science and Society; Science Education; *Scientific Literacy; Secondary School Mathematics; Secondary School Science; Technology

In the fall of 1986, a joint study was undertaken to solicit views of the nation's Governors, senior officers of U.S. companies, and presidents and deans of U.S. colleges and universities on the relationship of U.S. competitiveness to the human resource base and research and development capacity. Researches polled 2,300 senior research and development officers and 500 university leaders and senior state officials. Approximately 500 replies were received This report summarizes the survey findings and the discussion which occurred at the April 1987 regional meetings based on the survey's preliminary results. Specifically, the study was designed to address such issues as: (1) the importance of research and education to the economic competitiveness of the United States; (2) which of the following factors were believed to have the greatest impact on U.S. competitiveness--human resources, research and development investments, technology transfer, or federal fiscal, monetary, regulatory and trade policy; (3) what changes need to be made to strengthen and improve the nation's research and education system; and (4) the perceptions of three different communities--the business sector, the academic community, and state governments--with regard to research and education policies and the roles of each of these organizations to meet the competitive challenge of today's economy. Survey data and the discussions which occurred at regional meetings showed that there was a great deal of similarity in the perceptions of the three groups compared. The industry, university, and government leaders participating in the study agreed that science and engineering research and education have in the past, and will continue in the future, to play a crucial role in determining U.S. competitiveness. With regard to the most important factor affecting the nation's future competitiveness, all three groups viewed education as the key. Furthermore, there was general agreement that the area of education of greatest concern is mathematics and science education at the K-12 level. The survey instrument, a list of regional meeting speakers and panelists, and the National Governors' Association Issues Paper are included in three appendixes. (TW)

ED 293 712 SE 049 080

Grade 12 Diploma Examination: Biology 30. January 1988 = Examen en vue du diplome douzieme annee: Biologie 30. Janvier 1988.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jan 88

NOTE- 71p.; For January 1987 examination see ED 279 552.

LANGUAGE- English; French

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Academic Achievement; *Biology; Foreign Countries; *Grade 12; High Schools; Objective Tests; Science Education; *Science Tests; *Secondary School Science; Test Items

IDENTIFIERS- *Alberta

Biology 30 is a 12th-grade science course for students in Alberta, Canada. This document is a final test for the course. Intended for administration during January 1988, it contains 80 multiple-choice questions and four written-response questions. Two-and-one-half hours are allowed for completing the test. No answer key is included since scoring is done by the provincial education department. The test is provided in both English and French. (TW)

ED 293 728 SE 049 116

Suydam, Marilyn N.
Research on Instruction in Elementary School Mathematics; A Letter to Teachers. ERIC/SMEAC Mathematics Information Bulletin No. 3, 1987.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 8p.
CONTRACT- 400-86-0016
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Educational Technology; Elementary Education; *Elementary School Mathematics; *Elementary School Teachers; Low Achievement; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Problem Solving; Teacher Effectiveness; Time on Task
IDENTIFIERS- *Mathematics Education Research

This "letter to teachers" suggests reasons teachers should be interested in research findings. Research findings in several areas are summarized and interpreted so that they are useful to teachers of elementary school mathematics. Among the areas that are highlighted are: (1) time allocation; (2) low achievement; (3) active teaching; (4) use of materials; (5) calculating and computing; (6) broadening the curriculum; (7) communicating about mathematics; (8) using what children know; (9) learning from each other; and (10) providing equal access. (PK)

ED 293 713 SE 049 081

Fraknoi, Andrew
Astronomical Resources. The Solar System: An Introductory Bibliography.
Astronomical Society of the Pacific, San Francisco, CA.
PUB DATE- 88
NOTE- 5p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Astronomy; *Earth Science; *Physical Sciences; Physics; Science Education; Scientific Research; *Space Exploration; Space Sciences
IDENTIFIERS- Planets; *Solar System

This reference surveys resources of astronomical information including books and articles about the solar system, Mercury, Venus, Earth, the Moon, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto, Asteroids, Comets, and Meteors. Also included is a list of seven available slide sets about the solar system. (CW)

ED 293 344 FL 017 320

Carels, Peter C.

The Austrian-American Teamwork Approach to Business German.

PUB DATE- May 87
NOTE- 7p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Communication; College Second Language Programs; *Conversational Language Courses; Foreign Students; *German; Higher Education; *International Educational Exchange; *Languages for Special Purposes; Second Language Instruction; Student Exchange Programs; Summer Programs
IDENTIFIERS- *Miami University OH; *Vienna School Business and World Trade (Austria)

Miami University's summer student exchange program with the Vienna School of Business and World Trade brings together American and Austrian students for six weeks on the Ohio campus. The Austrian students study primarily marketing and management but also English, technical and business writing, foreign languages, history, political science, economics, environmental studies, and sports. They are enrolled as guest auditors in regularly-scheduled classes and also have special activities arranged for them. The university derives a number of benefits from the program, including internationalization of the student body, international good-will, recruitment of future full-time foreign students, and the participation of the Austrian students as German language conversation partners for American students of German. As a result, healthy summer German enrollments have evolved where there were none previously. The Austrian students are given a list of conversation topics and information about potential American partners before their arrival and have some choice in selecting their partners and topics. Students are reassured that they need not be experts on any subject, and are sworn to use only German during the interviews. The Austrian students evaluate their American partners. The program has been well received in its 13 years. (MSE)

ED 293 359 FL 017 335

Kujawa, Duane
Internationalization of Management Education. A Status Report on Trends, Strategies and the Extent of Internationalization in Business Schools, with Special Emphasis on the Role and Programs of the Academy of International Business.
PUB DATE- May 87
NOTE- 33p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Agency Role; *Business Administration Education; College Curriculum; *Curriculum Design; Educational Assessment; Educational Change; Foreign Countries; *Global Approach; Graduate Study; Higher Education; International Education; *International Trade; *Professional Associations; Second Language Instruction; Surveys
IDENTIFIERS- *Academy of International Business

The Academy of International Business is a world-wide organization that has been concerned with the development of international business for over 25 years. Its membership comes chiefly from academe, but also from business, government, and various international organizations. It has supported international business education through publications, competitions, and involvement with business schools. It has conducted a series of surveys on the status of international business courses and programs. The most recent of these studies, conducted in 1986, contains information about curricula in two categories of schools: those that are and those that are not members of the American Association of Collegiate Schools of Business. Member schools were surveyed for information on the institutional handling of international business programs; majors, minors, and course offerings in international business; establishment of international business centers or institutes; formal agreements with foreign schools, international options; and faculty specialties. Nonmember (foreign) schools were surveyed for data on: (1) graduate and undergraduate specialization areas; (2) language of instruction; (3) numbers of full- and part-time faculty and students; and (4) the existence of faculty and student exchange programs. (MSE)

ED 293 375 FL 017 357

Two-Year German Second Language Program for Junior High Schools. Curriculum Guide.

Alberta Dept. of Education, Edmonton. Language Services Branch.

REPORT NO.- ISBN-0-920794-89-0
PUB DATE- 87
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Communication Skills; *Course Content; Cultural Education; Curriculum Guides; Educational Objectives; Foreign Countries; *German; Instructional Materials; *Junior High Schools; Language Tests; Oral Language; *Program Design; Program Length; Scheduling; Second Language Instruction; Vocabulary Development
IDENTIFIERS- *Alberta

Alberta's curriculum guide for a two-year German program to begin in grade 7 or 8 outlines the program's philosophy and rationale, goals and objectives, minimum expectations for communication skill development and cultural understanding, required and elective content and themes, recommended instructional materials, suggested time allotments, content of a cultural component, specific linguistic content, teaching strategies, and purposes and appropriate types of test. A basic vocabulary list and a list of useful expressions are appended. (MSE)

ED 293 414 HE 021 327

Raley, Nancy, Ed.; Carter, Laura, Ed.
The New Guide to Effective Media Relations. The Best of "CASE Currents."
Council for Advancement and Support of Education, Washington, D.C.
REPORT NO.- ISBN-0-89964-255-1
PUB DATE- 88
NOTE- 111p.
AVAILABLE FROM- CASE Publications Order Department, 80 South Early Street, Alexandria, VA 22304 ($20.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020)
DESCRIPTORS- Films; Higher Education; Information Dissemination; Institutional Advancement; *Mass Media; Mass Media Effects; Media Research; News Media; *Publicity; Public Opinion; *Public Relations; Radio; Reputation; Television
IDENTIFIERS- *College Image

Developing an effective communications program is crucial for the survival of colleges, universities, and independent schools because they must be well understood and have broad public support. This guide to media relations compiles articles from "CASE Currents" into five sections: "The Basics of a News Service" (17 papers); "So You Want National Media Coverage" (15 papers); "Building Bridges or Burning Them: How To Work With the Media" (4 papers); "The Printed Word" (12 papers); and "Broadcasting Your Message" (14 papers). Each section provides a wide variety of papers by different authors with advice on running a successful media relations program. Some papers and authors include: "How To Hire a Talented News Bureau Director" (Richard J. Pokrass); "How To Get Coverage Without Releases" (George B. Eager); "Using PR Tools to Boost Recruitment" (Irma L. Rabbino); "The Wizardry of Computer Connections" (Suzanne R. Green); "Six Steps to More National Coverage" (Phil Zimmer); "Tips on National Coverage" (Nancy Raley); "Judgment Calls" (Jane C. Lareau); "Marketing Your Own Iacocca" (Donald R. Perkins); "Tap Into the Wires" (Dick Jones); "Scientific Methods" (Mary Ruth Yoe); "Working with Television News" (Paul D. Lowenberg); "Writing Broadcast News" (Harry Durham); "Guidelines for Visiting TV News Directors" (Arthur V. Ciervo); "Wired for Cable?" (Harry Durham); "Broadcasting Terms" (Annette H. Lee); "Effective Public Service Announcements" (Lee); and "Why Public Service Advertising Doesn't Work" (Joe Adams).(SM)

ED 293 443 HE 021 356

Viehland, Dennis W.; Plucker, Frank E.

Professional Development for Institutional Research: A Descriptive Profile of Academic Programs and an Analysis of Curriculum. AIR 1987 Annual Forum Paper.

PUB DATE- May 87
NOTE- 24p.; Paper presented at the Annual Forum of the Association of Institutional Research (27th, Kansas City, MO, May 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; College Programs; *Course Content; Higher Education; *Institutional Research; *Postsecondary Education as a Field of Study; School Surveys; Textbooks
IDENTIFIERS- *AIR Forum

Results of a survey of institutional research curricula in 88 U.S. higher education programs are presented. The extent to which institutional research core courses are theoretical or practitioner-oriented was also assessed. Eight of the programs offered an area of concentration in institutional research, and 17 programs had an institutional research core course. The programs are identified and the content of the curriculum is described (e.g., degrees offered, textbooks, course topics). Planning topics received the most emphasis in institutional research courses, while topics related to facilities and research methodology received low emphasis. Most institutional research core courses emphasized theoretical concepts, but the correlation coefficient was significant in only a few cases. As expected, programs with an area of concentration tended to stress theoretical concepts in their core course, while programs within an institutional research concentration were more practitioner-oriented. Included is a list of recommended or required textbooks used in the institutional research core courses, including the publisher and publication date. For 47 institutional research course topics, emphasis scores and orientation scores are provided. 21 references. (Author/SW)

ED 293 485 IR 013 007

Baldi, Paolo
Public Service or Educational Television? Information Policies in a Competitive Broadcasting System.
PUB DATE- Jul 86
NOTE- 22p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Broadcast Industry; *Commercial Television; Credibility; Criteria; Foreign Countries; Information Dissemination; *Journalism; Mass Media Effects; *News Reporting; *Public Television; Television Research; Television Viewing
IDENTIFIERS- *France; *Italy

This paper discusses from a historical perspective past shortcomings of public service television with its protective information policies, indifference to audiovisual language, absence of diversity in journalistic thematic choices, and "boring" style of television reporting. It is argued that there has been a substantial lack of concern in communication relationships with the public being served, and that partisans of public service broadcasting should start elaborating a more audience-needs oriented concept of public service information, rather than moralistically condemning perverse effects of commercial television. In addition, it is recommended that traditional broadcasting journalism criteria be scrutinized, and that those doing broadcast journalism research adopt new criteria of credibility, diversity, and audiovisual investigative creativity. It is also suggested that researchers introduce an unusual parameter--quantitative and qualitative public reactions--when dealing with such basic topics as success or failure of information programs and policies. (12 notes/references) (CGD)

ED 293 499 IR 013 021

Cohen, Akiba A.
The Television Interview: Attributes, Formats and Codes.
PUB DATE- Jul 86
NOTE- 38p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; Comparative Analysis; Foreign Countries; *Interviews; *News Reporting; *Programing (Broadcast); *Questioning Techniques; Television Research
IDENTIFIERS- Israel; United Kingdom; United States; West Germany

This paper begins by identifying and discussing six attributes or characteristics of television interviews, which include the function of the interview, i.e., information or entertainment; the context within which it is presented in the program; the number of interviews and interviewees; the duration of the interview and the degree of its formality; and the kinds of people that appear in television interviews. Several television program formats common in many countries which involve some form of interviewing are then defined and described: (1) game shows; (2) variety shows; (3) talk shows; (4) feature interviews; (5) documentaries; (6) current affairs; and (7) news. Next, four categories of characteristics that can be systematically used to compare different interviews are discussed, i.e., identity, verbal, nonverbal, and situational codes. Each of these categories is further broken down to provide added means for analysis and understanding of television interviewing, e.g., demographic characteristics, questioning techniques, special codes, and location of the interview. The viability of the analytic scheme is then demonstrated via its application to programming in the United States, Great Britain, West Germany, and Israel. Substantial differences found in the types of interviews used in the four countries are cited, and it is suggested that these differences may be due to such factors as the pattern of media ownership, political pressures, and national character. Analyses of data on various facets of news interviewing in the four countries are presented in six tables. (CGD)

Gibbons, Luke
Is the Price Right?: Stereotypes, Co-Production Policy and Irish Television.
PUB DATE- Jul 86
NOTE- 31p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiences; *Broadcast Industry; *Content Analysis; *Cultural Images; *Drama; *Films; Foreign Countries; Political Attitudes; Realism; *Stereotypes; Television Research
IDENTIFIERS- *Ireland

The purpose of this paper is to examine how recent demand for greater realism in portrayals of Irish life in the television and film industries serves to authenticate existing stereotypes and romantic images which characterize "Irishness" in the popular imagination rather than refute or undermine them. Discussions of a political thriller coproduced for television and an independent sector film production illustrate that conformation to the classical realist narrative which audiences have come to expect of mainstream Hollywood cinema lends a naturalistic credibility to the romanticism of "stage-Irishry." A discussion of these works offers some interesting pointers for dependent nations, like Ireland, or oppressed groups within society, who are intent on challenging a tradition of myth and misrepresentation. (36 end notes) (CGD)

ED 293 528 IR 013 053

Lealand, Geoffrey
Foreign Television Programmes on New Zealand Television: Windows on the World or Wicked Imperialism?
PUB DATE- Jul 86
NOTE- 27p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; Broadcast Industry; *Content Analysis; Cultural Influences; Foreign Countries; *Mass Media Effects; Nationalism; *Programing (Broadcast); Scheduling; Television Research; User Satisfaction (Information)
IDENTIFIERS- *Australia; *New Zealand; United States

Focusing on the experience of New Zealand, this paper is a response to a 1978 essay which suggested that a study be done to compare the programming patterns of television in the developed countries of Australia and New Zealand. Significant differences between the two nations are presented, including conspicuous discrepancies in television programming, despite similar shared social and cultural characteristics. A need for cooperative research efforts by Australian and New Zealand media scholars is noted, and some limited New Zealand research is summarized, including content analyses and program ratings. Numerous areas for fruitful research are suggested, many of which center on audience reactions and attitudes about viewing Australian, American, and United Kingdom imports, as well as on other aspects of television programming and scheduling. The production of television genres other than the more costly, less effective indigenous drama programs is advocated as the best means of inculcating a sense of national identity. The need for research to investigate the influence of "cultural imperialism" on Australian and New Zealand television audiences is stressed. An analysis of the national origins of television programs shown in New Zealand is appended. (40 end notes) (CGD)

ED 293 571 JC 880 156

Fall, 1987 Applicants: A Profile of Matriculants and Non-Matriculants. Institutional Research In-Brief #40.

Philadelphia Community Coll., PA. Office of Institutional Research.

PUB DATE- 7 Oct 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Admission; *College Applicants; Community Colleges; *No Shows; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students

As of September 10, 1987, 7,387 students had applied for admission to the Community College of Philadelpia (CCP) for the fall 1987 semester. Less than 65% of the applicants were enrolled in CCP courses after the first week of the term. A comparison of the characteristics of the matriculants and non-matriculants revealed: (1) of the non-matriculants, 49.1% were Black, 30.4% were White, and 6.3% were Hispanic, while 42.6% of the matriculants were Black, 41.2% were White, and 5.1% were Hispanic; (2) age differences between matriculants and non-matriculants were slight; (3) applicants from lower socioeconomic backgrounds made up over 50% of both the matriculant and non-matriculant groups and were less likely to matriculate than applicants from higher socioeconomic backgrounds; (4) applicants who were accepted into their chosen major were more likely to matriculate than those who were not; (5) General Studies and Business applicants were more likely to matriculate than not matriculate; (6) students who applied closer to the start of classes were more likely to matriculate than students who applied earlier in the year; and (7) matriculants received higher placement test scores than non-matriculants. (EJV)

ED 293 624 PS 017 235

Du Bois-Reymond, Manuela

The Life-World of Dutch Youngsters: School and Family. A Research Report.

PUB DATE- Mar 88
NOTE- 20p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (2nd, Alexandria, VA, March 25-27, 1988). Some pages contain small, light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *History; *Qualitative Research; Research Projects; Social Problems; *Social Science Research; *Youth
IDENTIFIERS- *Life World; Netherlands; *Youth Studies

Described are the history, characteristics, and current status of Dutch youth studies attempting to delineate the concrete, day-to-day living experiences of students, young workers, unemployed youngsters, girls, and other young people. Providing an introduction to 'life-world' research on Dutch youth, Section I links research programs to the social problems they address and delineates current characteristics of Dutch youth studies. Loosely, in terms of current usage, a life-world analysis is one that, based on a socio-ecological model, takes into account the subjective experiences and interpretations of subjects. Section II traces the use of the concept of 'life-world' in Dutch youth research, pointing out research problems associated with life-world analyses. Section III provides a social-statistical impression of Dutch youth and Section IV reviews life-world research on youth in schools, tracing a line of studies that progressively particularized aspects of students' positive and negative attitudes toward schools. Findings of studies of the life-world of the family and young women are described in Section V, some of which suggest a transition from an authoritarian towards an egalitarian family and shifts in the female standard biography. The concluding section, VI, focuses on problems of research design in life-world studies. (RH)

ED 293 653 PS 017 313

Priest, Velma L.
Increasing Teacher Awareness of the Importance of Self-Esteem in Primary Grade Children through Training Sessions.
PUB DATE- 88
NOTE- 87p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Cognitive Development; *Disadvantaged Youth; *Educational Practices; Hispanic Americans; Inservice Teacher Education; Learning Activities; Primary Education; *Self Esteem; *Teacher Improvement

Implemented in an elementary school with a majority of Hispanicc students in a low-income community of a large midwest city, this practicum aimed to aid primary grade teachers understand the importance of self-esteem in the development of primary grade students. Practicum goals were to: (1) provide teachers with information about self-esteem to help them better understand the importance of their role; (2) provide practical information enabling teachers to demonstrate skills in fostering children's positive self-esteem; and (3) provide teachers with information to increase their knowledge of the developmental state and cognitive levels of primary grade children. To attain these goals, 10 training sessions were implemented, a teacher handbook and a children's activity book were produced, and recommended literature for children and teachers were indentified. Evaluation data demonstrated the success of the intervention. Related materials, such as measures employed, lists of positive comments and messages, and outlines of training sessions are appended. (RH)

ED 293 668 RC 016 568

Holmes, Ted
Readership Study of an Agricultural Magazine.
PUB DATE- Feb 88
NOTE- 7p.; Summary of remarks presented at the Annual Meeting of the Agricultural Communications Section, Southern Association of Agricultural Scientists (85th, New Orleans, LA, January 31-February 3, 1988). For a related document, see RC 016 572.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Skills; *Extension Education; *Information Transfer; *Periodicals; Rural Development; Rural Education; *User Needs (Information)
IDENTIFIERS- *Louisiana Agriculture (Journal); *Readership Analysis; Technical Communication; Topic Selection

Since the fall of 1957, the Louisiana Agricultural Experiment Station has published a semi-scientific quarterly magazine, "Louisiana Agriculture," to present information on the station's research to Louisiana citizens, particularly public officials, members of the agribusiness sector, science-oriented farmers, agriculture and science teachers, and libraries. Sent free to individuals who request it, total distribution grew to over 7,500 by 1987. To purge the mailing list and determine readers' occupations and subject interests, 5,169 cards/surveys were mailed with the Spring 1987 issue. Approximately 1,300 subscribers requested to remain on the mailing list and 1,200 responded to the questionnaire. Results indicated 789 respondents lived in Louisiana, 358 lived in other states, and 154 were foreign residents, universities, or libraries. Approximately 61% of Louisiana and 17% of nonresident respondents were farmers and agribusiness owners/operators, 27% were academic professionals, 31% were high school classrooms. Of the Louisiana respondents, 52% read all or most of the articles, 65% preferred articles that give general information on a subject, and 52% of teachers/researchers preferred technical information about research projects. In order of preference, top ranking subjects were beef cattle, wildlife management, vegetables, plant diseases and pests, catfish/crawfish, environmental protection, fruit crops, economics, forestry, machinery, animal diseases and pests. (NEC)

ED 293 729 SE 049 118

Lipowich, Shelley A.
Evaluation of Process Science Skills: From the Real World to the Ideal World.
PUB DATE- Apr 88
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; Elementary School Science; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Needs; *Process Education; Science Education; *Science Tests; *Secondary School Science; Skill Development
IDENTIFIERS- *Science Education Research; *Science Skills

State legislatures and others are recommending and, in some cases, mandating reforms in education including evaluating students' ability to meet stated objectives. This "ideal" situation poses a major problem concerning instruments needed to assess process skills. In the real world, educators do not yet have nationally recognized, valid, reliable, and efficient instruments to measure process skills. This paper discusses issues involved in papers presented at a symposium at the 1988 meeting of the American Educational Research Association. Papers discussed include: (1) "Testing for Higher Order Understanding in Science" (Michael Padilla); (2) "Classroom Measurement of Process Skills as a Key Element in the Evaluation of Student Learning" (D. S. G. Carter and R. G. Hacker); (3) "Creating the Process of Measuring Process Skills" (Ronald Houser); (4) "Developing Quality Science Programs: A Staff Development Project for the Improvement of Curriculum, Instruction, Assessment" (Allan Olson and Susan Smoyer); (5) "Science Process Evaluation Model" (Larry Small); and (6) "Assessment of Science Process Skills at the State of the Art Level" (Norman Stenzel). (CW)

ED 293 401 HE 021 191

Adey, David, Comp.; And Others
Distance Education in Southern Africa Conference, 1987. Papers 3.2: Media and Technology in Distance Education.
South Africa Univ., Pretoria.
PUB DATE- May 87
NOTE- 172p.; Papers presented at the "Distance Education in Southern Africa: Preparing for the 21st Century" Conference (Pretoria, South Africa, May 18-21, 1987). One paper is in Afrikaans. For other volumes in this series, see HE 021 188-197.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Audiotape Cassettes; *Computer Assisted Instruction; Computer Science; Developing Nations; *Distance Education; *Educational Technology; Equal Education; Foreign Countries; Law Students; Library Services; Multimedia Instruction; Nontraditional Education; Postsecondary Education; Teacher Education
IDENTIFIERS- *Africa (South); *University of South Africa

Thirteen papers from the University of South Africa's Conference on Distance Education are presented on media and technology. They include: "Making the Abstract Concrete: A Slide/Sound Programme to Illustrate Abstract Concepts on the Concrete Level" (Grace Reeler); "The Microcomputer and Distance Education" (Johanna S. Rossouw); "A Multimedia Approach to Creating Learning Experiences in Distance Education" (Louis J. van Niekerk); "The Training of Teachers by Means of Teletuition: The Audio Cassette and Teaching Practice" (Lawrie McFarlane); "Microteaching and Distance Education--The Self Teaching Experience" (Paul J.N. Steyn); "Written Language as Didactic Medium: From Principle to Technology" (Hannes van Deventer); "Computer-Aided Instruction in Quantitative Management--Part 1" (Ilze Olivier et al.); "Computer-Aided Instruction in Quantitative Management--Part 2" (Erica Ferreira, Gordon Erens); "The Application of Computer Technology in Offering Equal Education Opportunities to Students from First- and Third-World Environments" (J. Dewald Lubbe); "The Law Student and the Law Library" (Jean Burdzik); "The Effect of Advances in Information Technology on the Teaching of Practical Aspects in Computer Science at UNISA" (C.H. Bornman et al.); "Die Gebruik van Inligtingstegnologie in Afstandsonderrig" (N.F. du Plooy et al.); and "Computer-Aided Education as Student Centred Education: Practical Applications for Today and the Future" (P.J. van Dyk). (LB)

ED 293 428 HE 021 341

Xu, Ming; Newman, Dianna
Mentoring New Faculty in Higher Education Setting.
PUB DATE- 87
NOTE- 21p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 14-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; College Programs; *Faculty Development; Higher Education; Interprofessional Relationship; *Mentors; Program Evaluation; Surveys; *Teacher Attitudes
IDENTIFIERS- State University of New York Albany
The New Faculty Mentoring Program at the University of Albany (New York) began in the fall of 1986 and involved 52 participants (26 mentors, 26 new faculty). The objectives were to help the new faculty: get acquainted with the campus and its academic environment; build their teaching careers; and advance toward tenure by becoming involved in professional activities. A formative evaluation was conducted by means of a mail survey (with an 87% response rate) to determine the perceptions of new faculty and mentors about the program, the needs and expectations of new faculty, and participants' perceptions of whether the program is worth recommending to others. The results included the following: (1) 89% reported that they had mentoring meetings; (2) 74% of new faculty rated the program as important or extremely important, especially for inexperienced faculty, and most benefitted from the program; (3) 89% of the mentors rated mentoring as important; (4) mentors were satisfied with the quantity of time spent as well as the quality, whereas new faculty were satisfied with quality but not quantity; (5) while the majority of respondents would recommend the idea of a faculty mentoring program, a minority opposed the idea of the program. The weaknesses of the program were concluded to be its limited structure and the lack of followup. Results are presented in three tables. 14 references. (KM)

ED 293 457 HE 021 370

Budgeting Faculty Instructional Resources in the University of California: A Report to the Legislature in Response to Supplemental Language in the 1987-88 Budget Act. Report 88-4.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Feb 88

NOTE- 26p.

AVAILABLE FROM- Publications Office, California Postsecondary Education Commission, 1020 Twelfth St., Sacramento, CA 95814-3985.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Facilities; *Faculty Workload; Financial Support; Higher Education; *Instructional Student Costs; *Resource Allocation; Services; *State Aid; *State Universities; *Teacher Student Ratio

IDENTIFIERS- *California State University; Formula Funding

The Legislature requested a study of the student-faculty ratio workload measure used by the University of California (UC) to determine if it results in excess instructional resources for the University. Following a statement of the purpose of the report, information on the background of the University's instructional resources formula is provided. Shifts in enrollment mix are discussed, and evidence from other states is included. Eight conclusions are listed, and from them two major recommendations are made: (1) the state should continue to fund faculty instructional resources in UC through its present formula budget approach, and (2) the state should establish a process for regularly reviewing the effectiveness of its formula for budgeting instructional resources in UC. Four appendices include: UC full-time equivalent conversion factor calculations and methodology; UC faculty workload policies; framework for considering instructional cost and resource issues at UC; and research literature on instructional costs and state formula budgeting methods. 18 references. (SM)

ED 293 471 HE 021 385

Conditions in Postsecondary Education in Michigan 1987: A Profile of Postsecondary Education in Michigan.

Michigan State Board of Education, Lansing.

PUB DATE- Jan 87

NOTE- 223p.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Colleges; Community Colleges; *Enrollment; *Financial Support; Higher Education; Minority Groups; *Postsecondary Education; Private Colleges; Public Colleges; *Staff Utilization; State Colleges; State Norms; *State Surveys; State Universities; Two Year Colleges; Universities

IDENTIFIERS- *Michigan

Postsecondary education in the state of Michigan in 1987 is profiled, including information on the 15 public four-year colleges and universities, 29 public community and junior colleges, and 54 independent non-public two- and four-year colleges and universities. There are more than 300 private vocational schools licensed by the State Board of Education. Michigan's governance and bureau of postsecondary education are explained. Statistical information on students in Michigan includes college enrollment, fall enrollment history by type of college, high school graduate history, top quarter graduates with no postsecondary plans, minority representation, minority enrollment, part-time enrollment, enrollment history by gender, graduate students, professional students, program enrollment, and course area enrollment. Statistics on outcomes show various degrees conferred in different types of colleges and programs by gender and race. Financial assistance is broken down by undergraduates, applicants, type of need-based financial assistance, need- and non-need based, minority needs, and resources. Faculty statistics include data by gender, college type, numbers, salaries, area, unionization, and tenure. The section on finance considers the state budget for postsecondary education 1987-88, revenue sources for 1985-86, expenditures for 1985-86, general fund revenue, state aid history, tuition history, current fund expenditure, and trends in local support. Maps and graphs are included. (SM)

ED 293 542 IR 052 331

Training in Information Systems for Local and Regional Planning. Report and Summary of Proceedings of the UNCRD Expert Group Meeting on Training in Information Systems for Local and Regional Planning in Developing Countries (Nagoya, Japan, June 16-19, 1986). UNCRD Meeting Report Series, No. 18.

United Nations Centre for Regional Development, Nagoya (Japan).

PUB DATE- Sep 86

NOTE- 139p.; For selected papers presented at this conference, see IR 052 332.

AVAILABLE FROM- United Nations Centre for Regional Development, Nagono 1-47-1, Nakamura-ku, Nagoya 450, Japan ($10.00 per copy to developed countries; $5.00 per copy to developing countries).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Computer System Design; Course Descriptions; *Developing Nations; *Information Systems; *Information Technology; *Regional Planning; Technical Assistance; Training; *Urban Planning

IDENTIFIERS- Information Management; *Training Needs

This report on an expert meeting, which was held to consider the training needs of local and regional planners in developing countries in the use and application of information systems and technology, presents both a report of the meeting and a summary of the proceedings. The meeting report includes a brief introduction, the conclusions reached and recommendations offered by the participants, and two course outlines a course on information systems planning for regional planning, and a course on information awareness training for senior managers in regional planning agencies and regional development projects. The report on the proceedings includes the welcome and opening address, as well as summaries of the presentations at 10 sessions and the discussion of these papers, and summaries of a general discussion and the closing session. Appendixes include lists of papers presented at the meeting, supplementary papers distributed at the meeting, and participants, as well outlines of the charge to each of three working groups and a list of its members, and a memorandum designed for distribution prior to the meeting. (CGD)

ED 293 557 IR 052 350

Kuusisto, Jouni
Studies on Copying in Finland in 1977-1986. A Critical Analysis of the Methodological Solutions of the Studies.
Ministry of Education, Helsinki (Finland).
REPORT NO.- ISBN-951-99883-6-X
PUB DATE- 3 Oct 87
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; *Copyrights; *Data Collection; Foreign Countries; Legislation; *Methods Research; Models; *Reprography; *Research Methodology; Research Needs; Teaching Methods
IDENTIFIERS- *Finland

This report considers the research conducted in Finland on photocopying and how it relates to teaching methods, and attempts to develop a theoretical basis for evaluating such research. In the first part of the report, it is argued that studies of copying need to target four separate areas of concern--knowledge, attitudes, activity (quantitative and qualitative), and consequences--in order to develop a theory of copying which can be used to understand copying as it relates to copyright legislation. A model using this research paradigm is detailed as it relates to the copying done by teachers, with the optimum being defined as that situation where the teacher is sufficiently familiar with copying legislation that he or she has a positive--but moderate--attitude towards copying, and where the amount of copying corresponds to actual needs. The second part of the report considers the methodology used by 24 investigations of photocopying that were undertaken between 1977 and 1986, of which 19 were general investigations and 5 focused on one particular problem. The reliability of specific methodologies is considered, and the sampling and data collection methods employed by the studies are critiqued. The text is supplemented by 12 tables. (EW)

ED 293 597 JC 880 206

Gentry, H. R.
Developing an Academic Information Resources Master Plan: A Paradigm.
PUB DATE- 26 Oct 87
NOTE- 19p.; Presented at "The Role of Communications Technology" Conference (San Francisco, CA, October 26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Planning; Community Colleges; *Computer Assisted Instruction; *Computer Uses in Education; *Microcomputers; Program Development; Two Year Colleges
IDENTIFIERS- *Johnson County Community College KS

Since 1980, Johnson County Community College (JCCC) has rapidly expanded its use of personal computers in instruction and administration. Many computers were being acquired, however, before appropriate policies, plans, and procedures were developed for their effective management. In response to this problem, the following actions were identified for initial implementation: (1) the establishment of a policy encouraging the acquisition and use of computers in academic areas; (2) the development of a strategic plan for purchasing hardware and software; (3) the preparation of rules for data use and ownership; (4) the establishment of a requirement for use projections in requests for computers; (5) the development of hardware compatibility standards; (6) the establishment of procedures for measuring the cost effectiveness and benefits of computer use; (7) the formalization of standards for justifying computer purchases; (8) the implementation of a tiered review and approval process; and (9) the creation of a support structure, including user groups, to help personnel use computers and software effectively. Subsequently, the Computer and Information Systems (CIS) Division was created to develop a college-wide academic computing plan by assessing the needs of faculty, staff, and students; translating those needs into hardware and software requirements; and generating a budget based on the requirements. After the approval of this College Information Resource Plan (CIRP) at various levels, the implementation and operation of computer-based projects may be carried out. A series of schematics and diagrams showing various phases of the development of JCCC's CIRP are appended. (MCB)

ED 293 610 JC 880 223

GAIN Survey/Study. Summary Report.

California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Mar 88
NOTE- 100p.; Appended materials contain small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Community Colleges; *Job Training; Management Information Systems; *Program Development; State Programs; State Surveys; *Student Characteristics; Student Needs; Two Year Colleges; Two Year College Students; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *California

California's welfare reform program, Greater Avenues for Independence (GAIN), assigned the state's community colleges a major role in promoting financial self-sufficiency among welfare recipients by equipping them with marketable vocational skills. A study was conducted to determine the nature and amount of involvement of the community colleges in planning and implementing GAIN, and to assess program capacity, the quality and capacity of the colleges' management information systems, and their desire for technical assistance in implementing GAIN. The study found that: (1) over 80% of the colleges expect to have implemented GAIN by the end of 1988-89; (2) over 50% plan to provide vocational education and English as a Second Language instruction, 40% will provide short-term job training, and over 30% will provide support services such as personal and employment counseling, vocational assessment, and child care; (3) the academic performance of GAIN students in 1986-87 was better than average for community college students in terms of units attempted and completed and grade point average; (4) GAIN students tended to be unmarried with children, economically disadvantaged, and to have little employment experience; and (5) GAIN had the support of community college administrators and program participants. Based on study findings, recommendations were developed for improving GAIN service delivery, reporting, and funding, and for providing technical assistance. The greater part of the document consists of three major reports produced by the GAIN study: (1) Special Census Survey on GAIN Services; (2) Community College Maintenance-of-Effort Data for GAIN Implementation; and (3) Community College Students and GAIN: Analysis of Student Files and Survey Data. (EJV)

ED 293 639 PS 017 289

Federal Aid to Elementary and Secondary Education: A Side-by-Side Comparison of Current Law with H.R. 5, as Passed by the House of Representatives (The School Improvement Act of 1987) and by the Senate (The Robert T. Stafford Elementary and Secondary Education Improvement Act of 1987). CRS Report for Congress. (Revised Edition).

Library of Congress, Washington, D.C. Congressional Research Service.

REPORT NO.- EPW-88-41
PUB DATE- 4 Jan 88
NOTE- 409p.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; American Indian Education; Bilingual Education; Block Grants; Comparative Analysis; Curriculum; Disadvantaged; Drug Education; *Elementary Secondary Education; *Federal Aid; *Federal Legislation; *Federal Programs; Gifted; *Hawaiians; Immigrants; State Programs
IDENTIFIERS- Congress 100th

This report provides an overview of major differences between current law and the House and Senate versions of educational legislation (H.R. 5) expected to be considered early in the second session of the 100th Congress, as well as a side-by-side comparison of the current and proposed legislation. Program areas covered in both the overview and the comparison include: (1) education for the disadvantaged, including grants to local education agencies, state agency programs, Even Start, dropout prevention and secondary school basic skills instruction, and general provisions; (2) state education block grant; (3) bilingual education; (4) science, mathematics, and foreign language education; (5) adult education; (6) impact aid; (7) magnet schools; (8) gifted and talented education; (9) drug abuse education; (10) immigrant education; (11) Indian and Native Hawaiian education; (12) special programs, including effective schools, Ellender Fellowships, family-school partnership, the Excellence in Education Program, the Fund for the Improvement and Reform of Schools and Teaching, optional tests for educational excellence, parental choice open enrollment demonstration, rural education opportunities, Secretary's Fund for Innovation in Education, territorial assistance, women's educational equity; (13) administrative provisions, including audits, Center for Education Statistics, and National Assessment of Educational progress; (14) vocational education; (15) comprehensive child development program; (16) education and training of disabled persons; and (17) obscene telephone calls. (RH)

ED 293 682 RC 016 606

Roper, Susan Stavert
Consortium Support for Teachers in Rural Oregon.
PUB DATE- Apr 88
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; College School Cooperation; *Consortia; Educational Cooperation; Elementary Secondary Education; Higher Education; Professional Development; Program Descriptions; Regional Laboratories; *Rural Education; Rural Schools; Shared Resources and Services; *Teacher Orientation
IDENTIFIERS- *Josephine County School District OR; Northwest Regional Educational Laboratory; Oregon; Southern Oregon State College; *Support Systems

In the summer of 1986, representatives from Southern Oregon State College, the Northwest Regional Laboratory, and the Josephine County School District formed a consortium to design an induction program for beginning rural teachers. During its first year, the consortium presented special on-site graduate credit courses addressing problems new teachers encountered, served as group facilitators for the new teachers, designed a mentor handbook and program, and enabled visits to top-rated teachers. Areas emerging as major concerns on which to focus the second year of the program included understanding school policies and procedures, managing time effectively, finding instructional materials and resources, learning about the informal organization of the school, interacting successfully with parents, motivating students, and teaching a wide range of students. Problems endemic to interorganizational collaboration which limited the scope and quality of the consortium's efforts included initial suspicion of one another, unclear expectations, unequal effort, and the difficulty of making induction a priority. Advice for future activities, obtained from reviewing literature of collaborative efforts, included building credibility through visibility, discussing/resolving differences in goal orientation, modifying goals and activities to meet the needs of all participants, communicating frequently, and developing patience. (NEC)

ED 293 714 SE 049 089

Shemesh, Michal
Proportional Reasoning Tasks as a Measure of Formal Reasoning Ability.
PUB DATE- 88
NOTE- 18p.; Small print and drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Mathematics; *Formal Operations; Grade 5; Intermediate Grades; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; *Prior Learning; *Ratios (Mathematics)

A nonequivalent control group design study, with a math unit on ratio and proportion as the treatment, was conducted to examine the validity of some written tasks as a measure of formal reasoning. Subjects in the study were 68 fifth grade students who enrolled in two classes in a small urban school. The experimental group learned a 12-lesson math unit, which dealt with techniques to solve written problems of ratio and proportion. During this period the control group continued to study the regular mathematics curriculum, which at that time was decimal fractions. Pre- and posttests included ratio and proportion tasks from different group tests of formal reasoning. Findings showed that school learning did not improve students' ability to solve x/y=c type tasks, but did not improve their ability to solve tasks of multiplicative compensation. Since no improvement was observed in the ability of students in the control group to solve any of the above tasks, it was concluded that performance of some of the tasks that are used in group tests of formal reasoning are highly dependent on specific previous learning, and as such they should not be used as a sole indicator of formal reasoning. (Author/TW)

ED 293 376 FL 017 358

ESL Instruction in the Elementary School: Curricular Guidelines and Suggestions.

Alberta Dept. of Education, Edmonton. Language Services Branch.

REPORT NO.- ISBN-0-920794-84-X
PUB DATE- 87
NOTE- 134p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Cognitive Style; Communication Skills; Concept Formation; Curriculum Guides; Elementary Education; *English (Second Language); Foreign Countries; Language Experience Approach; Language Skills; Language Tests; Lesson Plans; Second Language Instruction; Staff Utilization; Storytelling; *Student Evaluation; Student Needs; Thematic Approach; Tutors; Visual Aids
IDENTIFIERS- *Alberta; *Content Area Teaching

Alberta's guide to English as a second language (ESL) instruction in the elementary schools is designed as a supplement to the general elementary language arts curriculum guide. It provides guidelines for programming that gives ESL students opportunities to learn English. It contains: (1) an orientation section on the nature of culture; (2) a discussion of the challenges and rewards of having ESL students in the regular classroom, and of meeting the parents of ESL students; (3) a discussion of meeting the ESL student's needs through the application of research findings to teaching ESL (the role of the language learning environment); (4) levels of student response; (5) suggestions for accommodating different learning styles, and meeting the needs of students with limited native-language development experiences; (6) an examination of the dimensions of language (the nature of language, components of communication, and the integration of the different language skills) and their instructional implications; (7) ten sample lessons using the language experience approach; (8) a section on planning for content area learning, with sample units; (9) a discussion of placement, diagnostic, and standardized testing and reporting; (10) suggestions for extending and enriching ESL instruction using paraprofessionals, tutoring, and listening activities; (11) and suggested resources for language and concept development and for professional development. Supplementary materials are appended. (MSE)

ED 293 388 HE 020 707

Legowicz, Jan, Ed.
Zycie Szkoly Wyzszej (The Life of the Institution of Higher Education). English Edition. Monthly P. XXXIV 1986.
REPORT NO.- ISBN-83-01-08218-6
PUB DATE- 86
NOTE- 371p.
AVAILABLE FROM- Foreign Trade Enterprise, ARS POLONA, 00-068 Warszawa, Krakowskie Przedmiescie 7, Poland.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Curriculum; *College Faculty; *College Instruction; College Science; Educational Economics; Educational Quality; Foreign Countries; *Higher Education; Humanities; Open Universities; Social Change; Social Sciences; Technical Institutes
IDENTIFIERS- Economic Influences; *Poland

The English version of a Polish journal on higher education is presented. Included are 19 articles on the problems and experiences of these institutions, three articles on teacher's workshops, and three review articles. Titles and authors include: "Polish Science in 1973-1986" (Benon Miskiewicz); "The Humanism of the Contemporary University: The Contribution to the Establishment of a New Cultural Order" (Bogdan Suchodolski); "Institutions of Higher Education and Economic and Social Crisis" (Jan Szczepanski); "Higher Education in the Forty Years of People's Poland" (J. Kluczynski); "Research and Teaching the Academy of Social Sciences" (Jarema Maciszewski); "The Contribution of the Humanistic Sciences to the Shaping of Social Attitudes in People's Poland" (Jozef Andrzej Gierowski); "University: Problems and Experiences" (Grzegorz L. Seidler); "Selection of the Content of Higher Education an Outline of the Criteria Governing the Choice" (Czeslaw Kupisiewicz); "The University Teacher: Professional Ethos and Educational Model" (Jan Legowicz); "A Teacher's Duty" (Witold Benedyktowicz); "Some Factors of the Quality of Education" (Zofia Kietlinska); "The Contemporary Technological University" (Janusz Tymowski); "Open University in Poland: Assumptions and Prospects" (Janusz Gorski); and "Preconditions of Educational Effectiveness in Higher Education" (Kazimierz Jaskot). (SW)

ED 293 584 JC 880 187

Area Schools Assistance Program (ASAP), Summer 1987.
Amarillo Coll., Tex.
PUB DATE- 88
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Bound Students; *College School Cooperation; *Educational Counseling; Followup Studies; Graduate Surveys; Guidance Personnel; *Guidance Programs; *High School Graduates; High Schools; Outreach Programs; Questionnaires; *Student Educational Objectives; Terminal Students; Two Year Colleges

Since 1984, the Amarillo College-sponsored Area Schools Assistance Program (ASAP) has worked to: (1) identify recent high school graduates without postsecondary education plans and provide information to interested graduates on higher learning, obtaining work, or making other career decisions; (2) encourage and assist high school graduates who intend to apply for college, but have not completed the application process or must change their plans; (3) identify ways in which graduates who intend to work full-time might continue their formal education on a part-time basis; and (4) provide follow-up data on graduates for high school counselors and administrators. In July 1987, 2,290 recent high school graduates were surveyed by ASAP high school representatives to determine the graduates' characteristics and educational plans. Responses from 99.3% of those surveyed revealed that 76.1% of the students had definite post-high school plans, 15.5% had partial plans, and 7.1% had no plans. When asked specifically about their educational plans, 70.5% of the graduates indicated that they intended to attend a postsecondary credit institution, 25.9% reported no educational plans, and 3.6% planned to attend a non-credit or proprietary institution. A total of 1,373 graduates (59.9%) were working on a part-time or temporary full-time basis, while 270 (11.8%) had obtained a permanent full-time position. Beyond gathering information, the ASAP representatives made 1,058 referrals to postsecondary institutions, and another 122 referrals to Amarillo College's Career Center and 68 referrals to an employment agency. They also provided assistance to 1,362 graduates with college admissions procedures, financial aid applications, and transcript requests. Eight questions asking for evaluations of the program are presented along with responses by 10 high school representatives. The appendixes include a list of questions graduates might ask, the graduate follow-up form, and lists of participants' responsibilities. (EJV)

ED 293 654 PS 017 314

Opportunities for Success: Cost Effective Programs for Children Update, 1988. A Report of the Select Committee on Children, Youth and Families, U.S. House of Representatives, One Hundredth Congress, Second Session.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 88

NOTE- 68p.; Document contains small type. For the 1985 report, see ED 263 725.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-03883-3, $2.25).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Children; *Compensatory Education; *Cost Effectiveness; Disabilities; *Federal Programs; Immunization Programs; Participation; *Preschool Education; *Program Effectiveness; Program Evaluation; *Youth Employment

IDENTIFIERS- Congress 100th; Education for All Handicapped Children Act; Medicaid; Prenatal Care; Program Characteristics; Special Supplemen Food Program Women Infants Child

Based on findings of the most current and highly regarded evaluations and research reviews available, this committee print provides an update of a prior committee report (August, 1985) on eight cost-effective federal programs for children. Described in terms of program participation, characteristics, benefits for children, cost effectiveness, and empirical findings are: (1) the Special Supplemental Food Program for Women, Infants, and Children; (2) prenatal care; (3) Medicaid; (4) childhood immunization; (5) preschool education; (6) compensatory education; (7) education for all handicapped children; and (8) youth employment and training. Charts of program participation provide data for comparisons during a 4- or 5-year period. An annotation is provided for each cited study. Introductory material highlights program effects in terms of benefits for children, cost benefits, and program participation. (RH)

ED 293 697 SE 049 035

Equity in Math. A Training Module.
Alaska State Dept. of Education, Juneau. Office of Curriculum Services.; Anchorage School District, AK.

PUB DATE- Oct 87
NOTE- 153p.; Some drawings may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Mathematics; Elementary Secondary Education; Equal Education; *Inservice Teacher Education; Mathematics Anxiety; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Mathematics Teachers; *Secondary School Mathematics; *Sex Bias; *Sex Differences; Staff Development

Alaska's sex equity law requires school districts to establish written procedures for: (1) the biennial training of certificated personnel in the recognition of sex bias in instructional materials and in instructional techniques which may be used to overcome the effects of sex bias; (2) the biennial training of guidance and counseling staff in the recognition of bias in counseling materials and in techniques which may be used to overcome the effects of sex bias; (3) the review of textbooks and instructional materials for evidence of sex bias; and (4) the replacement of materials found to exhibit bias. The Alaska Department of Education developed this module for use by local school districts with the intention that district personnel with a minimal amount of experience could conduct an equity inservice focused on issues related to the teaching elementary level mathematics. Activities in this mathematics module deal with a review of research, teacher awareness of gender bias, mathematics anxiety, strategies for problem solving, and career awareness. Focused on the relevance of math to future career choices. Black and white line drawings illustrate portions of the module and 11 handouts are included. (PK)

ED 293 345 FL 017 321

Rudolf, Uwe

Teaching about the Income Statement and Balance Sheet in a Beginning Business German Course.

PUB DATE- May 87
NOTE- 20p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accounting; *Business Communication; Classroom Techniques; Course Content; *German; Higher Education; *Introductory Courses; *Languages for Special Purposes; Second Language Instruction; Simulation; *Vocabulary Development

A review of business German textbooks reveals that few give significant attention to accounting terminology. Both German majors and business majors enrolled in business German need to be introduced to the balance sheet and income statement. It is possible to devote one or two class sessions to accounting by limiting content to a minimal but solid understanding of a "T-account", a simplified balance sheet and income statement, and how they interact. This involves three tasks: making the teacher comfortable in a foreign discipline, providing a limited selection of the most essential vocabulary, and offering a class drill in the form of a game or simulation. Concepts are more readily accepted when presented in the foreign language. It is important to keep in mind that the audience is mixed and may not be expert in accounting. Key concepts to introduce include the nature of assets, using assets well, degrees of liquidity, variance in accounting for assets, the structure of the T-account, the concept and organization of the balance sheet, the fundamental equation of double-entry accounting, and the need for the income statement. These elements are illustrated in a simulation of a German retail clothing business. (MSE)

ED 293 360 FL 017 336

Groennings, Sven
The Global Economy and Higher Education.
PUB DATE- May 87
NOTE- 13p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *College Curriculum; Competition; Curriculum Development; *Economic Change; Educational Needs; *Global Approach; Higher Education; *International Education; *International Trade; Second Language Instruction
IDENTIFIERS- *Morrill (Justin S)

Internationalizing the undergraduate curriculum has become a high priority for colleges and universities across the United States. The reasons for this change are largely economic; it is recognized that students today must understand the global economy just as Senator Justin Morrill, author of the Act which created the unique American system of land grant colleges, recognized that Americans needed to improve their competitiveness in all markets foreign and domestic a century age. However, American institutions are not making the appropriate connections between economic change, competitiveness, and international education. It is important now and for the decades ahead that they consider their role in developing the competencies and citizen understanding needed for American participation, prosperity, and leadership in the global economy. (MSE)

ED 293 429 HE 021 342

Frackmann, Edgar; Maassen, Peter A. M.
The Meaning of Institutional Self-Evaluation within the Framework of a Self-Regulation System. AIR 1987 Annual Forum Paper.
PUB DATE- May 87
NOTE- 38p.; Paper presented at the Annual Forum of the Association of Institutional Research (27th, Kansas City, MO, May 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Centralization; *College Administration; Decentralization; Decision Making; *Federal Regulation; Foreign Countries; Governance; *Government School Relationship; Higher Education; *Institutional Autonomy; Institutional Research; Organizational Change; Organizational Theories; School Organization; *Self Evaluation (Groups)
IDENTIFIERS- *AIR Forum; Netherlands; *West Germany

The role of institutional self-evaluation is considered in the context of transition from central regulation to self-regulation in various higher education systems in Europe. A distinction is made between external steering, where regulations and decisions are made by a central state authority, to self-steering, where decisions and regulations are made on a decentralized level within a higher education system. Self-evaluation is seen as both an important process in creating an institutional self-description and as a central element in reflection activities on the institutional level. The theory of self-referential systems is reviewed, along with the organization literature on the organization/environment relationship. Recent developments in higher education in the Federal Republic of Germany and in the Netherlands are described as examples of the contradictions that can be traced in the development from central steering or regulation to self-steering or self-regulation. Developments at the University of Frankfurt and the University of Ulm are briefly considered. 36 references. (SW)

Muffo, John A.; Conner, Mark E.

Unintended/Unexpected Outcomes of Computer Usage in Higher Education. AIR 1987 Annual Forum Paper.

PUB DATE- May 87
NOTE- 29p.; Paper presented at the Annual Forum of the Association of Institutional Research (27th, Kansas City, MO, May 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Administration; *College Instruction; Computer Literacy; *Computer Uses in Education; *Electronic Mail; Higher Education; Institutional Research; Interpersonal Communication; *Interpersonal Relationship; *Interprofessional Relationship; Word Processing
IDENTIFIERS- *AIR Forum

Unpredicted ways in which the use of computers has affected social interactions in colleges and universities are considered. Information was gathered from a literature review and from personal observations. One outcome of introducing computers into an academic or administrative unit is the development of alliances depending on prior experience with computers. Personal involvement with computing can be characterized by feelings of frustration. Personal communication channels can change due to the existence and use of computers, and particularly electronic mail. Increased efficiency resulting from computer usage has been an issue, along with the computing skills needed by secretarial and professional staff. Access to a computer can also reduce the need for typing and secretarial support by the faculty member. The implementation of computers on campuses has made training and selection of support staff more technical and complex. Evaluation of student learning can also be affected by computing. Managerial concerns include purchasing of hardware and software and maintenance costs. The unit within each campus most affected by recent trends in computing is the central data processing or computing center. Consumer behavior theory provides some additional insights concerning computer usage and its effects. 17 references. (SW)

ED 293 458 HE 021 371

Size, Growth, and Cost of Administration at the California State University: A Report Prepared by Price Waterhouse and MGT Consultants for the California Postsecondary Education Commission. Report 88-7.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Feb 88

NOTE- 185p.

AVAILABLE FROM- Publications Office, California Postsecondary Education Commission, 1020 Twelfth St., Sacramento, CA 95814-3985.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Administrative Change; *College Administration; Comparative Analysis; *Cost Effectiveness; Costs; Evaluation; Expenditures; Higher Education; Institutional Research; Organizational Effectiveness; Peer Institutions; State Surveys; *State Universities

IDENTIFIERS- *California State University

The California Postsecondary Education Commission was instructed to hire an independent consultant to do a study comparing the size, growth, and cost of administration of the California State University (CSU) and similar institutions. Background information on the project, prepared by the Commission staff, introduces the report. The independent consultants' executive summary and final report, comprising the bulk of this document, concludes that: (1) CSU's ratios of administrators to faculty, staff, and students were generally lower than those of selected comparison universities; (2) total non-faculty staffing was comparable; (3) at both CSU and selected comparison institutions, the growth rate of administrative positions has exceeded the growth rates for faculty and staff positions and student enrollment between 1982 and 1987; and (4) CSU devoted a smaller share of its general fund operating budget to administrative salaries than in comparison institutions. Five appendices include information on the Management Personnel Plan, methodology for selecting comparison schools, comparison schools background information, summary of major accreditations of CSU and comparison campuses, and advisory committee members. (SM)

ED 293 486   IR 013 008

Bartlett, Keith

British Television in the 1950's: I.T.V. and the Cult of Personality.

PUB DATE- Jul 86
NOTE- 49p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiences; *Broadcast Industry; *Commercial Television; Consumer Economics; Cultural Influences; Foreign Countries; *Mass Media Effects; *Popular Culture; *Public Television; Social Attitudes; Television Commercials; Television Research; Television Viewing
IDENTIFIERS- *Great Britain

This paper assesses, by reference to contemporary issues of the "Radio Times" and the London edition of the "TV Times," the way in which Independent Television (ITV) separated itself from the traditional middle class attitudes typified by the British Broadcasting Company programs and, instead, expressed through its programming Americanized (i.e., Hollywood) values of affluence, glamour, attainment, and conspicuous consumption, promoting them as natural and legitimate companions of the decade's relative prosperity. This discussion of the "Americanization" of the new channel, which was introduced in 1955, emphasizes the use of American personalities to incorporate Americanized values in its programs in an attempt to attract large, newly affluent audiences. It is argued that the resulting cult of personality and the sense that an individual needed to attain affluence in order to achieve "success" and social mobility were intensified by the new channel. The important role of ITV in the growth of television by the early 1960s from an elite novelty into a mass medium is attributed largely to its transmission expressing these attitudes. Five tables and a 58-item list of references are appended. (CGD)

ED 293 500 IR 013 022

Cubitt, Sean
Time Shift. The Specificity of Video Viewing.
PUB DATE- Jul 86
NOTE- 11p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Industry; Foreign Countries; Media Research; Television Research; *Television Viewing; *Videotape Cassettes
IDENTIFIERS- *United Kingdom

This paper argues that the proliferation of videocassette recorders in the United Kingdom, especially England, has altered the terms of all electronic--and possibly cinematic--viewing in that country, with the exception of areas where communal viewing is the dominant practice, where broadcast is the dominant distribution mode, and where cinema is strong enough to reduce the entertainment functions of television. Propositions concerning broadcast television and video as cultural discourses are then presented, and an attempt is made to draw links between the two: (1) television is radically heterogeneous; (2) television manufactures invisibility; (3) television is absent; (4) television is powerless; (5) television has to be produced as an object; (6) with video, television enters the age of mechanical reproduction; (7) videotapes don't talk back; (8) you cannot watch a video for the first time; and (9) video is out of control. It is concluded that video has become the center for the struggle over power in television, and that the aim of television studies should be to intervene in the production of televisual meaning, institutions, and education in order to produce an open, accessible, and democratic media culture that will service the needs of all the people. References are provided in the text. (CGD)

ED 293 514 IR 013 038

Gunter, Barrie; Wakshlag, Jacob
Television Viewing and Perceptions of Crime among London Residents.
PUB DATE- Jul 86
NOTE- 40p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; Broadcast Industry; Classification; *Crime; Foreign Countries; Multiple Regression Analysis; *Opinions; Questionnaires; Surveys; Tables (Data); Television Research; *Television Viewing
IDENTIFIERS- *United Kingdom; United States

The purposes of this survey of television viewers were to investigate their personal experiences with crime and perceived competence to deal with it, and to study their perceptions of the likelihood of crime and fears of personal victimization. Members of a London Panel maintained by the Independent Broadcasting Authority's Research Department for the purpose of routine program appreciation measurement were surveyed through the use of television viewing diaries and questionnaires. A total of 448 usable diaries and questionnaires (47% response rate) were returned. Major findings included: (1) the perceived likelihood of victimization for others and for self, and fear of victimization for self, varied with location, demographic characteristics of respondents, their direct experience with crime, and confidence in their personal ability to defend themselves in the face of an assault, while television viewing patterns were only weak and inconsistent indicators of judgments about crime; (2) no evidence emerged here that perceived risks for others were more strongly linked to media experiences than were perceived risks for self; (3) in the presence of demographic controls only, soap opera viewing emerged more often than any other program type as linked significantly to judgments about crime; and (4) viewing of particular categories of programs seemed to be less relevant to fear of crime than how much television was consumed overall. Seventeen tables, six with multiple classification or multiple regression analyses, summarize study results. (16 references) (CGD)

ED 293 529 IR 013 054

Kumar, Keval Joe
Media Education: An Indian Perspective.
PUB DATE- Jul 86
NOTE- 28p.; Paper presented at the International Television Studies Conference (London, England, July 10-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Attitudes; Computer Science Education; Cultural Influences; *Curriculum Development; Educational Policy; Family Involvement; Foreign Countries; Mass Media; Models; *Needs Assessment; Professional Education; Questionnaires; Religious Factors; Secondary Education; Sex; Socialization; *Socioeconomic Influences; Surveys; *Television Research
IDENTIFIERS- Australia; France; *India; Latin America; *Media Education; United Kingdom; United States

This paper provides both a preliminary analysis of a survey on media education in India, and reviews of the research on media education in the western world, the limited media education research already done in India, and the more extensive research that has been done on the sociology of Indian youth and the media. The purpose of the survey was to investigate the extent of media access and exposure, the place of exposure, content preferences, and the views of secondary school students (N=1,000), teachers (N=150), and parents (N=60) on media and computer education. Students were from three distinct types of schools, as well as from different castes and religious and socioeconomic backgrounds. Preliminary analyses of responses to completed questionnaires indicated that the majority of all students favored certain Hindi programs, but that they differed in the kind of television serial or film they liked, and the newspapers, magazines, and comics they preferred. A model of media education for India should take into account: (1) the striking similarities and differences among Indian children from different types of schools; (2) the mix of the traditional and modern in Indian society; (3) the diversity of regional, linguistic, and religious groups; (4) theories of communication developed from Indian thought and experience; and (5) the Latin American 'liberation' approach to media education which seeks to promote a dialogic and participative communication system as opposed to a top-down hierarchical communication structure. (46 references) (CGD)

ED 293 558 IR 052 351

McCain, Mary Maude

Teaming for Learning. Library Media Program, Tarrant Elementary School.

Tarrant City School District, Birmingham, AL.

PUB DATE- 87
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Literacy; Elementary Education; *Learning Resources Centers; *Library Instruction; *Library Skills; Media Specialists; *Multimedia Instruction; *Program Design; *Program Development; Program Evaluation; School Libraries

This packet of materials is introduced by a report describing the prescriptive, student-centered library media program developed for and implemented in the Tarrant Elementary School in Birmingham, Alabama, in the early 1980s. This report covers the goals and objectives of the program, which are based on four key functions of design, consultation, information, and administration; program effectiveness; professional growth; reading, knowledge, and appreciation of literature; innovative programs; community and district services; and public relations. Also included in the packet are a brief fact sheet on the program; a statement of the media center philosophy; a chart showing the organization of the media program; an outline of the goals and objectives of an integrated, comprehensive library media program; a list of guidelines for establishing a media program; an outline of basic media goals and objectives for grades K-4; a booklet of materials describing the program, which includes a list of media activities for students; media activity sheets for grades 2-4; a list of audiovisual materials; individualized prescription forms; media center schedules; outlines of computer literacy programs for grade 4 and for staff, together with a computer log form and a schedule; and a questionnaire for students to use in evaluating the library media center and its program. (EW)

ED 293 572 JC 880 165

Durnovo, Maya; McCrohan, Betty
Strategies for Serving the Neglected Majority: An Institutional Framework for Addressing Students' Needs over the Next Decade.
PUB DATE- 21 Nov 87
NOTE- 11p.; Paper presented at the Annual Convention of the California Association of Community Colleges (58th, Santa Clara, CA, November 20-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; *Ancillary School Services; Community Colleges; *Females; *Nontraditional Students; *Reentry Students; Self Esteem; *Student Development; *Student Personnel Services; Two Year Colleges; Two Year College Students
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984

In 1983, the Houston Community College System established the Women's Support Services Department (WSSD) to support and encourage the new roles and opportunities emerging for women. During its first year of operation, the WSSD offered special seminars to over 300 women who anticipated returning to college. The WSSD, which is supported by a $320,000 grant from the Carl D. Perkins Vocational Education Act, provides: (1) workshops, seminars, and conferences on the current job market, qualifications needed, resume writing, interviews, and changing careers; (2) a caring, energetic, and enthusiastic staff, including the director; seminar, placement, and childcare specialists; and two professional counselors, who motivate, inspire, and generally support program participants; and (3) weekly support groups, individual counseling, and special activities to build self-esteem and self-confidence. In addition, the WSSD offers such special activities as career tours to three different campus sites, career and self-exploration workshops, and weekly brown bag lunches examining personal/emotional issues. The success of Houston Community College Women's Support Services is attributed to institutional commitment, its excellent full-time staff, and its instructional support. (EJV)

ED 293 625 PS 017 246

Henderson, Bruce B.

Describing Parent-Child Interaction during Exploration: Situation Definitions, Negotiations and Questions.

SPONS. AGENCY- Foundation for Child Development, New York, N.Y.

PUB DATE- Apr 87

NOTE- 20p.; Paper presented as a poster session at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Age Differences; *Exploratory Behavior; Fathers; Middle Class Parents; Mothers; Nonverbal Communication; *Novelty (Stimulus Dimension); *Parent Child Relationship; Verbal Communication; *Young Children

IDENTIFIERS- *Coding

One of the purposes of this study was to develop a coding scheme based on Wertsch's theoretical extension of Vygotsky's ideas for describing parent-child interaction during exploration. This scheme was then applied to identify the most common patterns of parent and child situation definitions, negotiations of shared definitions, and questions related to novel objects. Participants in the study were 60 children 3 to 6 years of age and their parents. The children attended a preschool or an elementary school in one of two small cities in a southeastern state. Possible differences in these patterns due to age of the child, parent present, and individual differences in the child's initial tendency to explore independently were examined. (PCB)

ED 293 669 RC 016 569

Henry, Mark S.
Southern Farms and Rural Communities: Developing Directions for Economic Development Research and Policy.
PUB DATE- 88
NOTE- 42p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (85th, New Orleans, LA, January 31-February 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Trends; *Economic Development; Economic Research; *Regional Cooperation; *Research and Development; *Rural Development; Rural Economics; Rural Extension; Trend Analysis
IDENTIFIERS- Agricultural Change; *Policy Issues; Regional Development; *United States (South)

This paper provides an overview of research policy considerations and conceptual analyses for the South for three economic development issues: the relationships of Southern agriculture to rural areas and communities; trends and adjustments underway and having an impact on economic development in the region; and the directions economic development research should take to analyze and understand the current situation. The paper concludes that for much of the rural South agriculture is not the key to rural economic development. Economic restructuring underway is likely to widen the rural-urban economic gap. Policy intervention will be needed to reduce the size of the gap. Rural development policy will be primarily a state and local responsibility with very limited aid from the Federal Government. State experiment stations can and should provide the expertise needed by state and local agencies to evaluate the effectiveness of alternative rural economic development strategies and programs. Effective rural development policy must be designed with the region in mind. This will require a careful accounting of the economic structure in the particular rural region of interest, estimation of its linkages with urban centers, and the sensitivity of the region to external economic forces. (NEC)

ED 293 715 SE 049 090

Bitner-Corvin, Betty L.

Logical and Critical Thinking Abilities of Sixth through Twelfth Grade Students and Formal Reasoning Modes as Predictors of Critical Thinking Abilities and Academic Achievement.

PUB DATE- 88
NOTE- 36p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988). For related documents, see SE 049 091-092. Contains some small and broken type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Cognitive Processes; *Critical Thinking; *Formal Operations; Intermediate Grades; *Logical Thinking; *Predictor Variables; Secondary Education; *Sex Differences

The purposes of this descriptive-predictive study were to investigate the logical and critical thinking abilities of a sample of sixth through twelfth grade students (N=173) and to determine whether logical thinking processes are predictors of critical thinking abilities and academic achievement. The instruments administered in this study were (1) Group Assessment of Logical Thinking (GALT); (2) Watson-Glaser Critical Thinking Appraisal; (3) Ross Test of Higher Cognitive Abilities; (4) SRA; and (5) MAT6. Although significant gender differences were not found for the total scores on the GALT, Ross, and Watson-Glaser, a significant gender difference in favor of the males was found for probabilistic reasoning on the GALT. The five formal reasoning modes on the GALT were predictors of critical thinking as measured by the Ross and the Watson-Glaser. Also, the formal operational modes on the GALT were significant predictors of academic achievement. The results of this study indicated that a significant percentage of students in grades six through twelve were neither logical nor critical thinkers. (Author/TW)

ED 293 730 SE 049 119

Schimizzi, Ned V.

Word Problem Solving. What Is Experimental Research Saying about Mathematics Word Problem Solving? A Review of Forty-Four Studies Completed between 1980-1987.

PUB DATE- Apr 88
NOTE- 36p.; Paper presented at the Annual Meeting of the National Council of Teachers of Mathematics (66th, Chicago, IL, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Elementary Education; *Elementary School Mathematics; Learning Strategies; *Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Problem Sets; *Problem Solving
IDENTIFIERS- *Mathematics Education Research

This analysis of 44 research studies concerned with word problems contains: (1) a brief overview; (2) 44 major findings and conclusions; (3) 64 suggestions and questions for further research; and (4) a reference list. The author suggests that the experimental research of the 1980s seemed to focus on the children, the instruction, and the word problem itself. It is further suggested that the studies seemed to indirectly indicate that the principles of developmental psychology need to be respected and applied, even when teaching for specific behaviors and outcomes. (PK)

ED 293 402 HE 021 192

Adey, David, Comp.; And Others
Distance Education in Southern Africa Conference, 1987. Papers 4.1: Professional Education and Practical Training at a Distance.
South Africa Univ., Pretoria.
PUB DATE- May 87
NOTE- 209p.; Papers presented at the "Distance Education in Southern Africa: Preparing for the 21st Century" Conference (Pretoria, South Africa, May 18-21, 1987). For other volumes from this conference, see HE 021 188-197.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Accounting; Business Administration Education; Correspondence Study; *Distance Education; Experiential Learning; Foreign Countries; Inservice Teacher Education; Library Science; Mental Health; Nontraditional Education; Nursing Education; Physics; Police Education; Postsecondary Education; *Professional Education; Science Teachers; Social Work; *Vocational Education
IDENTIFIERS- *Africa (South); New Zealand; Poland; South Africa; *University of South Africa

Fifteen papers from the University of South Africa's Conference on Distance Education are presented on professional education and practical training. They include: "Essential and Professional Education of Physics Teachers in Poland" (Kazimierz A. Badziag); "Vocational Teaching at a Distance: The New Zealand Perspective" (Dave Nicoll); "Principles and Practices in Distance Education" (Faith B. Collins); "Providing a Reality Base for Your Qualification" (Johan Herholdt); "The Role of Private Correspondence Colleges in the Fields of Tertiary Business Education in South Africa" (Theuns Gerber); "The Necessity for Distance Teaching in the In-Service Education of Teachers in Southern Africa" (R.M. Yule); "The 'Distance' Implications of Cooperative Education at Residential Universities as a Strategy to Ensure Effective Education for the Professions" (A.J. Havenga); "Career-Oriented Technikon Training (Technikon Programmes) by Means of Distance Teaching, with Special Reference to Laboratory, Practicals, and In-Service Training" (Z. van Dyk); "The Development of a Computer Package for Distance Education Accounting Students" (D.E. Wolvaardt et al.); "The Development of Distance Education for Traffic Police" (M.G.T. Cloete); "Professional Development in Vocational Courses such as Social Work with Specific Attention to Field Instruction" (R.C.W. van Bijon); "Beyond Professional Training: Developing Mental Health Leadership" (discussion: W.J. Jordaan, P. LeRoux, G. Rodemeyer, F.J.A. Snyders); "Teaching Cataloguing and Classification by Correspondence" (M.S. van der Merwe); "The Practical Component in the Education Programme of Students in Library and Information Science at UNISA" (Wanda Thomas); and "The Contribution of Distance Education to the Development of the Nursing Profession in Southern Africa" (Charlotte Searle). (LB)

ED 293 415 HE 021 328

Topor, Robert S.
Your Personal Guide to Marketing a Nonprofit Organization.
Council for Advancement and Support of Education, Washington, D.C.
REPORT NO.- ISBN-0-89964-254-3
PUB DATE- 88
NOTE- 164p.
AVAILABLE FROM- CASE Publications Order Department, 80 South Early Street, Alexandria, VA 22304 ($20.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advertising; *Competition; Higher Education; *Institutional Advancement; Institutions; *Marketing; Merchandising; *Nonprofit Organizations; Organizations (Groups); Universities

In recent years, many nonprofit organizations have begun to use marketing principles, partly because of the more competitive environment. This guide to marketing such an organization consists of four sections. Section 1, "Understanding Marketing," includes "Your Part in the Marketing Process" and "What is Marketing? Why Should You Do It?" Section 2, "Laying the Groundwork," considers "Analyzing Your Organization's Internal Political Environment," "Defining Your Organization's Mission," "Aiming for Target Markets," "Applying Research to Achieve Marketing Results," "Analyzing the Competition," and "Trails to Success: Needs Analysis." In Section 3, "The Building Blocks of Marketing," the following topics are covered: "Onions, Umbrellas, and Mosaics: Marketing Techniques to Advance Your Organization's Services," "Creating and Executing a Marketing Mix," "Developing a Promotional Plan," "Selecting Promotional Media: A Guide," "Creating Print Advertising," and "Using Sales as Part of Your Total Marketing Effort." Finally, Section 4, "The Marketing Planning Map: A Marketing Blueprint," offers "Exploring the Marketing Planning Map" and "Your Nonprofit Marketing Compass." More than 30 worksheets and figures are included, and 65 references are provided. (SM)

ED 293 472 HE 021 386

Michigan Postsecondary Admissions and Financial Assistance Handbook, 1987-88.

Michigan State Board of Education, Lansing.
PUB DATE- 87
NOTE- 255p.; Portions marginally legible due to small print. Compiled by Student Financial Assistance Services.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - General (130) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; *Admission Criteria; College Faculty; Community Colleges; Educational Planning; Financial Support; Higher Education; Institutional Characteristics; Job Training; *Postsecondary Education; Private Colleges; Public Colleges; State Colleges; *State Surveys; *Student Financial Aid; Two Year Colleges; Universities; Vocational Schools
IDENTIFIERS- *Michigan

Concerns of prospective postsecondary students in Michigan are addressed with a focus on contact personnel, campus characteristics, admission requirements, program offerings, and application procedures for all of Michigan's colleges and universities. Following a foreword, the eight parts present information on: education and career planning; Michigan public junior and community colleges; Michigan public four-year colleges and universities; Michigan independent two-year and four-year colleges and universities; vocational school programs licensed by Michigan Department of Education (in-state and out-state); occupational programs licensed by other state agencies (aeronautics, barber, cosmetology, driving, and nursing schools); program cross-index (covering all schools listed); and financial aid (planning for educational expenses, summary of major programs, private community and institutional aid, glossary, questions and answers, and planning and conducting a financial aid information night). All schools within each category are listed and described with such detail as campus description and school admission information. (SM)

ED 293 543 IR 052 332

Training in Information Systems for Local and Regional Planning.
United Nations Centre for Regional Development, Nagoya (Japan).
PUB DATE- 87
NOTE- 229p.; Papers presented at the United Nations Centre for Regional Development Expert Group Meeting on Training in Information Systems for Local and Regional Planning in Developing Countries (Nagoya, Japan, June 16-19, 1986). For a report on the meeting, see IR 052 331.
AVAILABLE FROM- United Nations Centre for Regional Development, Nagono 1-47-1, Nakamura-ku, Nagoya 450, Japan ($4.00 per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer System Design; Course Descriptions; *Developing Nations; *Information Systems; *Information Technology; *Regional Planning; Technical Assistance; Technological Advancement; Training; *Urban Planning
IDENTIFIERS- Information Management; *Training Needs

This issue of Regional Development Dialogue contains selected papers presented at an expert meeting sponsored by the United Nations Centre for Regional Development on training in information systems for local and regional planning in developing countries. The following papers are included: (1) "Information System for Local and Regional Planning in Rapti IRD (Integrated Rural Development) Project, Nepal" (Heera Raj Regmi); (2) "Varying Information Needs for Local and Regional Planning and Their Implications for Training" (Hiran D. Dias); (3) "An Integrated Approach to Training for the Establishment and Use of Information Systems for Subnational Development Planning" (K. V. Sundaram); (4) "Training Needs in Information Systems for Local and Regional Development and Planning in Developing Countries" (Peter Nijkamp with Wouter de Jong); (5) "The Third Computer Revolution: Implications for Training in Developing Countries" (Marvin L. Manheim); (6) "Information Management Training for Urban and Regional Planning" (Ian Masser and T. D. Wilson); and (7) "Training in Information Systems Design for Urban and Regional Planners in Developing Countries" (John Lindsay). The text is supplemented with various tables and figures, and each paper contains bibliographic references. Comments on each paper are included, as well as a statement of the conclusions reached and recommendations made by the meeting participants and a list of the authors of the papers together with their addresses. (Author/EW)

ED 293 598 JC 880 207

Forrester, G. C.; Hamaura, R.
University Articulation, 1985-86 Academic Year: Provincial Report. Research Report 87-01.
B. C. Research, Vancouver (British Columbia).
SPONS. AGENCY- British Columbia Ministry of Advanced Education and Job Training, Victoria.
REPORT NO.- ISBN-0-7718-8553-9
PUB DATE- Jan 87
NOTE- 139p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *College Students; *College Transfer Students; Community Colleges; *Enrollment Trends; Foreign Countries; Grade Point Average; Higher Education; *Majors (Students); State Surveys; Two Year Colleges; *Universities
IDENTIFIERS- *British Columbia

Information is provided on the academic performance and program selections of students transferring from community colleges in British Columbia (BC) to the three BC universities during the 1985-86 academic year, with reference to information from preceding years. Data for college transfer students are compared to data for direct-entry students (i.e., students entering the universities directly from secondary schools). Highlighted findings include the following: (1) 3,014 college transfer students entered the BC universities in 1985-86; (2) of these, 1,806 (60%) had completed 1 year of university equivalent credit and 747 (25%) had completed 2 or more years of university equivalent credit; (3) students from "metropolitan" colleges represented 62% of all college transfers, while "urban/rural" colleges represented 32% and "remote" colleges accounted for 7%; (4) the total number of college transfers grew steadily over the past 6 years from 2,407 transfers in 1980-81 to 3,014 in 1985-86; (5) transfer students generally selected the university closest to home; (6) a higher percentage of college transfer students than direct-entry students entered the field of education, while a lower percentage selected science; and (7) at all three universities and for all student groups, students' academic performance was better during their second year than their first year. Reports for individual colleges are appended. (Author/EJV)

ED 293 611 JC 880 225

Manago, Gary H.
The Essentials of Proper Wine Service.
Hawaii Univ., Manoa. Western Curriculum Coordination Center.
PUB DATE- Dec 87
NOTE- 150p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alcoholic Beverages; Community Colleges; *Food Service; *Foods Instruction; *Hospitality Occupations; Job Training; Lesson Plans; Teacher Developed Materials; Two Year Colleges; Units of Study; Vocational Education; Waiters and Waitresses

This instructional unit was designed to assist the food services instructor and/or the restaurant manager in training students and/or staff in the proper procedure for serving wines to guests. The lesson plans included in this unit focus on: (1) the different types of wine glasses and their uses; (2) the parts of a wine glass; (3) the proper placement of wine glasses for service; (4) different types of wine openers, including the specific advantages of the opener called the waiter's friend; (5) other equipment used in wine service; (6) the proper presentation, opening, and serving of white/blush table wine; (7) the proper decanting of older red table wines; and (8) the proper presentation, opening, and serving of sparkling wine. Each of the lesson plans comprising the unit includes a list of references, handouts, overhead transparency masters, and a step-by-step outline of the instructor's presentation indicating the length of time and method of instruction for each step of the lesson. An evaluation sheet for each lesson is also included. (EJV)

ED 293 640 PS 017 290

Lawler, S. Dianne

Student Groupings and Instructional Strategies of Kindergarten and First-Grade Teachers.

PUB DATE- Apr 88

NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Childhood Education International (Salt Lake City, UT, April 6-10, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Observation Techniques; Comparative Analysis; *Educational Practices; *Grade 1; *Grouping (Instructional Purposes); Inservice Teacher Education; *Kindergarten; Primary Education; Small Group Instruction; Teacher Education; *Teaching Methods

Examined were differences between 36 Tennessee kindergarten and first-grade teachers' us of student groupings and instructional time. Teachers were observed twice at the beginning of the school year and once again approximately 8 weeks later. Eight observers collected data using the Stallings Observation Instrument, a measure consisting of: (1) a 60-second classroom scan recording observations of 14 classroom variables; and (2) a 5-minute observation (FMI) of all interactions involving the teacher. Five FMIs were recorded during each class period, each preceded by a classroom scan. Results of two-dimensional analysis of variance with repeated measures indicated that statistically significant differences existed between grade levels in student gouping patterns. Additionally, first-grade teachers utilized small group instruction more extensively than did kindergarten teachers; the converse was true for instruction involving whole classes. No significant differences were found between kindergarten and first-grade teachers' use of instructional time. Teachers' mean scores on time use in both groups were very similar as were the mean scores of each category of interactive instruction.

Implications for teacher education and inservice training are discussed. (RH)

SE

ED 293 683 SE 048 921

Pelgrum, W. J.; And Others
The Implemented and Attained Mathematics Curriculum: A Comparison of Eighteen Countries. Second International Mathematics Study. Contractor's Report.
SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
PUB DATE- Jul 86
NOTE- 107p.; Portions of appendixes contain broken and/or light type.
CONTRACT- OE-300-83-0212
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Comparative Education; Comparative Testing; Cross Cultural Studies; Educational Assessment; Elementary School Mathematics; Elementary Secondary Education; Foreign Countries; International Cooperation; *Mathematics Achievement; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Mathematics Tests; *Secondary School Mathematics
IDENTIFIERS- Mathematics Education Research; *Second International Mathematics Study

Described are the implemented and attained mathematics curriculum of 18 countries that participated in the Second International Mathematics Study. Differences and similarities between countries, are illustrated through analysis of the data, and data are presented to indicate shortcomings in the content and outcomes of education within certain countries. The bulk of the document consists of two appendixes consisting respectively of 180 test items and a data matrix. (Author/PK)

ED 293 698 SE 049 038

Jaspers, Monique W. M.; van Lieshout, Ernest C. D. M.
A Computerized Training Procedure for Solving Arithmetic Word Problems with the Aid of Visual Schemes.
PUB DATE- Sep 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; Elementary Education; *Elementary School Mathematics; *Learning Disabilities; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Problem Solving; *Word Problems (Mathematics)
IDENTIFIERS- *Visual Representation

A training procedure was developed to improve (or to encourage) the construction of a meaningful problem representation by mentally retarded and learning disabled children. Children are taught to use an external visual representation for arithmetic word problems, in which the meaning of the problem is reflected. The construction of this visual pattern is supported by several tools. The tools enable the child to represent the (known) quantities or to manipulate quantities (or sets) to model the action(s) or relationship(s) described in the problem. For the construction of the visual pattern the child is offered a supply of icons, from which visual building blocks can be moved to a worksheet. Other 'soft-keys' make it possible to indicate the desired placement of sets, to erase

(part of) the visual configuation or to indicate that feedback is requested. The user-interface allows the child to touch only the screen. As such, the present state of the problem solving route of the child at any moment during the training session is known and therefore may be interpreted and evaluated. The computer program is structured to such a degree that the progression through the trial is impossible unless all preceding steps have been completed correctly. (Author/PK)

ED 293 389 HE 020 930

Rhodes, Frank H. T.
A Neglected Challenge: Minority Participation in Higher Education. Occasional Paper No. Seventeen.
Academy for Educational Development, Inc., Washington, D.C.
PUB DATE- May 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Board of Directors of the Academy for Educational Development (May 1987).
AVAILABLE FROM- Academy for Educational Development, 1255 23rd St., N.W., Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Academic Standards; *Access to Education; *College Attendance; College Faculty; College Role; College School Cooperation; Declining Enrollment; Dropout Prevention; Enrollment Trends; Higher Education; *Minority Groups; Student Recruitment

Issues concerning participation by minority groups in higher education in the United States are considered, along with some criticisms of higher education concerning: the substance and style of undergraduate education; efficiency and cost of college; a confusion of aims, missions, and goals among colleges and universities; and access, choice, and admissions issues. Enrollment trends for minorities since World War II are briefly traced, and implications of declining minority participation are noted.

Possible responses to declining minority enrollments are recommended: increasing efforts in recruiting, improving retention, providing adequate support services, facilitating employment and graduate and professional study, and fostering wider partnerships with schools. Suggestions for universities and schools include better teacher training programs in the colleges and schools and better opportunities for teacher recognition, career development, and professional satisfaction in the schools. Targets by which to reduce the high school dropout rate nationwide and programs to achieve it are also proposed, along with establishing a meaningful competency level of literacy for school graduates. (SW)

ED 293 585 JC 880 188

Florida Community College at Jacksonville: Institutional Assessment.

Florida Community Coll., Jacksonville.

PUB DATE- Sep 87
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Instruction; Community Colleges; *Educational Assessment; *Evaluation Criteria; *Evaluation Methods; Institutional Characteristics; Institutional Research; Models; Performance Factors; *Program Evaluation; *School Effectiveness; *Self Evaluation (Groups); Student Personnel Services; Two Year Colleges

A description is provided of Florida Community College at Jacksonville's institutional assessment process. Part I explains the role of institutional assessment in a cycle of planning, research, and marketing, and establishes the scope, purposes, and uses of the assessment. Part II presents an overview of the three phases of the assessment process: (1) an annual review of planning and marketing objectives and selected institutional and instructional program indicators; (2) scheduled in-depth reviews of all units and the preparation of reports on organizational strengths and weaknesses; and (3) reviews of such collegewide issues and concerns as funding, institutional policies, state policies, proposed legislation, and articulation agreements. Parts III and IV discuss the assessment procedures and evaluation criteria specific to instructional support services and instructional units. Appendixes list all of the assessment units at the college, enumerate the institutional indicators used as evaluation criteria, and define terms. (EJV)

ED 293 655 PS 017 315

Naigles, Letitia; And Others
From Linguistic Form to Meaning: Evidence for Syntactic Bootstrapping by Two-Year-Olds.
PUB DATE- Oct 87
NOTE- 20p.; Paper presented at the Annual Boston University Conference on Language Development (12th, Boston, MA, October 23-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Auditory Stimuli; *Child Language; Hypothesis Testing; Infants; *Language Acquisition; Language Research; Research Methodology; *Syntax; Toddlers; *Verbs; Visual Stimuli

Two studies investigated whether young children acquiring verbs at an exceptional rate can use the syntactic structure of familiar and unfamiliar verbs to make conjectures about some aspect of the meanings of those verbs. The preferential looking paradigm (Golinkoff and Hirsh-Pasek, 1981) was used to set up a naturalistic pairing of scene and sentence for the children. Two different scenes were provided on two video screens. Both scenes involved the same physical action, for example "squatting." In one case, the action was presented in a causative manner; in the other, in a noncausative manner. While the videos were playing, the child heard either a transitive or a one-argument intransitive sentence. It was reasoned that if the transitive frame directed subjects' attention to the causative action, it could then be concluded that syntax functions to orient children to certain events in the world and not to others. Subjects in study 1 were 32 children between 27 and 30 months of age from English-speaking homes. Results suggested that children under the age of 2.5 years are able to make predictions about meaning with the use of syntactic information when actions are familiar and novel. Study 2, involving 32 children between 22 and 26 months of age, revealed that some children had begun to link some syntactic forms and semantic meanings. Results are discussed. (RH)

ED 293 731 SO 017 621

Springer, Mark A; Lott, Jesse
A Working Paper on the Teaching of American Studies: The Project fo
American Studies in the Secondary Schools.
National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 86
NOTE- 9p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Studies; Area Studies; Fused Curriculum; Holistic Approach; Instructional Development; Integrated Curriculum; *Interdisciplinary Approach; *Secondary Education; *Teaching Methods
IDENTIFIERS- *Project for American Studies in Secondary Schools; *Working Papers

Understanding U.S. culture is difficult, because the information explosion creates an increase in the number and complexity of various cultural relationships. American Studies is a valuable and unique discipline because it directly addresses this problem, the basic purposes of education, and the relationships that shape students' culture. This document examines the limitations of traditional schemes for organizing academic disciplines and proposes a model that focuses on relationships among disciplines through an emphasis on time. An outline of basic objectives for American Studies is presented that stresses: (1) academic disciplines; (2) personal development; (3) skill acquisition; and (4) aesthetic appreciation. Suggestions are offered for organizing American Studies units, courses, or curricula; and ideas for course content and teaching methods are presented. An example of one teaching method is illustrated, and diagrams are included. (JHP)

ED 293 346 FL 017 322

Marfurt, Rose Marie A.

Suggestions for a Syllabus for Commercial German at an Intermediate and Advanced Level: Explanation of Methodologies and Techniques.

PUB DATE- May 87

NOTE- 14p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.

LANGUAGE- English; German

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Advanced Courses; *Business Communication; Classroom Techniques; Course Content; Course Organization; *German; Higher Education; *Languages for Special Purposes; *Letters (Correspondence); Newspapers; Oral Language; *Reading Comprehension; Second Language Instruction; Teaching Methods; *Vocabulary Development; Written Language

Suggestions are made for the organization of a business German course. It is proposed that course material be divided into chapters, one per week, each containing five sections. The sections include: (1) a broad selection of typical German business letters exemplifying operations in all branches of export and import, followed by a special vocabulary list for the letters in that chapter; (2) a descriptive text in German addressing the business and economic concepts in the letters, accompanied by a German-English list of terms used, a list of verbs in the infinitive, and sample sentences using the verbs; (3) discussion questions relating to the text, for reading comprehension; (4) an authentic text from the economics section of a recent German or Swiss newspaper; and (5) comprehension questions and composition/discussion topics for summarizing the main points either orally or in writing. Details of each section's contents are described, and examples are appended. (MSE)

ED 293 361 FL 017 337

Bloom, Robert; And Others
The Cultural Influence in Accounting Standard Setting: A Comparative Analysis of the United States, Canada, and England.

PUB DATE- May 87
NOTE- 28p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accounting; Business Administration Education; Comparative Analysis; Comparative Education; Cross Cultural Studies; *Cultural Context; *Cultural Differences; Disclosure; Foreign Countries; Higher Education; Professional Occupations; *Standards
IDENTIFIERS- *Canada; *England; United States

A study of the processes for establishing the principles and policies of measurement and disclosure in preparing financial reports examines differences in these processes in the United States, Canada, and England. Information was drawn from international accounting literature on standard setting. The differences and similarities in the standard-setting processes are discussed in the cultural contexts of the countries, and it is proposed that the approaches used to establish standards are a function of cultural values and factors inherent in each country. The analysis focuses on the extent to which the standard-setting process is conducted in the public as contrasted with the private sector. Twelve endnotes and 68 references are appended. (MSE)

ED 293 377 FL 017 359

Cadre conceptuel des programmes de francais a l'elementaire: lignes directrices (Conceptual Framework for Elementary School French Programs: Axes).

Alberta Dept. of Education, Edmonton. Language Services Branch.

REPORT NO.- ISBN-0-920794-86-6
PUB DATE- 87
NOTE- 49p.
LANGUAGE- French
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication (Thought Transfer); *Communicative Competence (Languages); Cultural Education; Curriculum Design;

Educational Objectives; *Educational Strategies; Elementary Education; Foreign Countries; *French; *Immersion Programs; *Program Design; *Second Language Programs; Student Centered Curriculum; Teaching Methods
IDENTIFIERS- *Alberta

The conceptual framework within which Alberta's elementary school French immersion programs are designed is presented. The first of three main sections outlines the evolution of the concept of language and some second language instructional approaches, including the structural, formalist, functional, and communicative approaches. It also discusses the elements of communication and their interrelationships. A second section examines different educational strategies, including the encyclopedic, "free," closed, and open strategies. The relationships between the different educational strategies, instructional approaches, teacher, and student are noted. The third section addresses the student-centered, communicative approach, the instructional approach selected for new elementary and secondary French programs. It describes the approach in general terms and outlines the resulting program objectives for linguistic competence and sociocultural values. A glossary and bibliography are appended. (MSE)

ED 293 430 HE 021 343

Coles, Charlene; And Others
Evaluation of State University System of Florida's Indicator of Excellence Program. AIR 1987 Annual Forum Paper.
PUB DATE- May 87
NOTE- 25p.; Paper presented at the Annual Forum of the Association of Institutional Research (27th, Kansas City, MO, May 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Educational Quality; *Evaluation Criteria; Higher Education; Institutional Research; *Outcomes of Education; *School Effectiveness; State Aid; *State Universities; Statewide Planning
IDENTIFIERS- *AIR Forum; *Florida; Indicators of Excellence Program (Florida)

Information is provided on the Florida State University System's Indicators of Excellence Program and how it is evaluated. The 21 indicators of quality are used in setting annual goals for quality improvement, in justifying university budget requests, and in evaluating the results of the universities' quality improvement efforts. Some of these indicators are intended to measure the results of the state's efforts to move into the "upper quartile" of state systems. The upper quartile measures are global in nature and emphasize the funding of higher education at the state level. A second kind of indicator, the foundational measures, reflect improvements that cannot be tracked in relationship to national measures and are more directly associated with institutional quality. The indicators include output measures that reveal the status of student learning and input measures that identify the conditions under which the educational system functions. Process measures identify activities the system provides for students. Finally, opinion indicators identify attitudes about Florida's educational systems. Nine specific upper quartile measures and 12 foundational measures are identified and results are reported. 25 references. (SW)

Kanarek, Ellen Armstrong
Institutional Responses to Declining Minority Enrollment. AIR 1987 Annual Forum Paper.
PUB DATE- May 87
NOTE- 22p.; Paper presented at the Annual Forum of the Association of Institutional Research (27th, Kansas City, MO, May 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; College Freshmen; *College Students; *Declining Enrollment; Enrollment Trends; Higher Education; Institutional Research; *Minority Groups; School Holding Power; *State Universities; Student Recruitment
IDENTIFIERS- *AIR Forum; *Rutgers The State University NJ

Rutgers University's response to a serious decline in the number of minority students enrolled at the undergraduate level is discussed, with attention to the background to the problem, the data employed to clarify the scope of the problem, and change strategies. Admissions and enrollment statistics in the first semesters after implementation of some of the strategies are briefly considered. Data are included on: trends in total and black applications, admissions, and enrollments, 1980-1985; one-year attrition rates in total and black freshmen entering three colleges within the university, 1979-1984; the four, five, and six year graduation rates for students entering the three colleges in 1979 and 1980; and enrollment status (percent enrolled, percent not enrolled, and percent graduated) for total and black students 1979-1984 after 1-6 years. Strategies to improve admissions yield included special mailings to minority students, telephone contacts, personal invitations to campus receptions, a scholarship program for high ability Black and Puerto Rican students, and a seminar for minority high school students and their counselors. Many of the retention efforts centered around increased tutorial assistance and additional counseling. (SW)

ED 293 487 IR 013 009

Bee, Jim

The Discourses of British Domestic Sitcom.

PUB DATE- Jul 86
NOTE- 45p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiences; *Characterization; *Comedy; Content Analysis; *Family Structure; Foreign Countries; Literary Genres; Narration; *Programing (Broadcast); Sex Role; Social Structure; *Stereotypes; Television Research
IDENTIFIERS- *Great Britain

This analysis of the British domestic situation comedy (sitcom) as a genre begins by noting that it is considered basically taxonomical, using the categories of character, narrative, and theme to develop understanding of its discursive strategies. Considered to be preliminary and tentative, the results of this analysis suggest that: (1) the sitcom deploys a small range of character-types that are significantly gender and class differentiated and referred to as a norm of the family, i.e., middle-class and patriarchal; (2) character or sitcom types are predominantly seen as wayward, inept, or rigid males--who dominate the narrative--and normal females--usually the wives--who share a problem of incompatibility because of varying degrees of socialization; (3) sitcom narrative draws in and involves viewers and produces amusement, which interrupts the narrative flow; (4) the basic dynamic of sitcom is set into motion by the interactions among incongruent characters trapped together to produce a steady state of disequilibrium; and (5) these relationships and types motivate the narrative and generate comedy. The discursive operations of sitcom texts are further explored and their ideological effects are assessed. Detailed analyses of the data are presented in six appendices and two recommended sources of information on humor in the seventh. (13 references) (CGD)

ED 293 501 IR 013 023

Crook, Geoffrey
Public Service or Serving the Public: The Roots of Popularism in British Television.
PUB DATE- Jul 86
NOTE- 14p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Industry; *Commercial Television; Foreign Countries; History; *Programing (Broadcast); *Public Television; Television Research
IDENTIFIERS- *United Kingdom

This paper offers a platform for reappraising British television during the period of 1950-1960 by identifying the inaccuracy and bias of three firmly entrenched assumptions that dominated the history of British television between the publication of the Beveridge Report (1951) and the Pilkington Report (1962): (1) British television in the period 1936-1955 was based on the model of public service broadcasting constructed by John Reith for the BBC (British Broadcasting Corporation) radio; (2) the introduction of Independent Television in 1955 broke with the public service broadcasting tradition by introducing programs and programming techniques derived from American sources; and (3) Independent Television's popularist bias represented a substantial threat to the cultural and moral fabric of British society. Analyses of these assumptions trace their origins and evolution, and provide an alternative reading of the evidence to expose their inherent weaknesses and inconsistencies. (18 notes and references) (CGD)

Haralovich, Mary Beth

Suburban Family Sitcoms and Consumer Product Design: Addressing the Social Subjectivity of Homemakers in the 1950s.

PUB DATE- Jul 86
NOTE- 47p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Commercial Television; Consumer Economics; *Content Analysis; *Family Life; Family Structure; *Females; *Homemakers; *Programing (Broadcast); Social Structure; Stereotypes; Suburban Environment; Television Research; Television Viewing
IDENTIFIERS- *Marketing Research; *United States

Suburban middle class American situation comedies of the 1950s and 1960s idealized the postwar family ensemble with its unproblematic achievement of quality family life. The homemaker as portrayed in these sitcoms was positioned at the center of the postwar consumer economy by the consumer product industry, which built its economy on defining the social needs and self-identity of women as homemakers. Defined in terms of her homemaking function for the family and the economy, the homemaker was directly addressed by consumer product design and market research, and promised both leisure from household drudgery and an aesthetically pleasing home interior. Her identity as a shopper and homemaker was linked with class attributes in order to broaden the consumer economy base, and her deepest emotions and insecurities were tapped and transferred to consumer product design. Even as the women's movement in the late 1950s and 1960s was exposing ideologies and the contradictions imbedded in a social economy which positioned women as homemakers, long-running suburban family sitcoms defined women within the security of homelife. (49 end notes) (CGD)

ED 293 573 JC 880 167

An Assessment of Urban Community Colleges Transfer Opportunities Program. The Ford Foundation's Second Stage Transfer Opportunity Awards. Final Report.

Center for the Study of Community Colleges, Los Angeles, Calif.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 30 Apr 88
NOTE- 200p.
GRANT- 850-0425
LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Affirmative Action; *Articulation (Education); *College School Cooperation; *College Transfer Students; Community Colleges; Higher Education; Intercollegiate Cooperation; *Minority Groups; Program Descriptions; Program Effectiveness; *Student Personnel Services; Transfer Policy; *Transfer Programs; Two Year Colleges; Urban Education
IDENTIFIERS- *Urban Community Coll Transfer Opportunities Prog

As part of its Urban Community College Transfer Opportunities Program (UCCTOP), the Ford Foundation funded 24 community colleges to design and implement activities to increase the number of minority students obtaining associate degrees and transferring to four-year institutions. Subsequently, the Foundation gave larger grants to five of these colleges to continue their activities for a second year. Each of these five institutions took a different approach to stimulating student flow: (1) Cuyahoga Community College, Ohio, established a Center for Articulation and Transfer focusing on linkages with high schools and four-year institutions; (2) the projects at LaGuardia Community College, New York, emphasized the improvement of the the flow of information to students; (3) Miami-Dade Community College, Florida, integrated its UCCTOP activities with such ongoing programs as mandatory testing and placement, extensive remedial instruction, and enforced standards of academic progress; (4) the Community College of Philadelphia, Pennsylvania, focused on curriculum reform through staff development; and (5) South Mountain Community College, Arizona, established a variety of student recruitment and support services. This evaluative report on the UCCTOP activities offers a review of articulation and support practices facilitating transfer, summarizes the results of interviews with 24 college representatives involved in the first phase of UCCTOP, describes and assesses the effectiveness of the second-year programs at the five colleges, examines state policies, and discusses external stimuli to transfer activities. Appendixes provide data on program outcomes and a 65-item bibliography. (EJV)

ED 293 612 JC 880 227

Reed, Keflyn Xavier
The Case for Content Area Reading Instruction in the Two-Year College.
PUB DATE- Feb 88
NOTE- 13p.; Paper presented at the Southeastern Conference on English in the Two-Year College (Louisville, KY, February 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Readability; *Readability Formulas; *Reader Text Relationship; Reading Comprehension; *Reading Skills; *Textbook Evaluation; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Alabama; Fry Readability Formula; Nelson Denny Reading Tests

In spite of their limitations, readability formulas can help teachers determine whether there are differences between students' reading abilities and the difficulty levels of the textbooks they are required to use. A study was conducted to assess the reading levels of students and the readability levels of textbooks at five selected junior colleges in Alabama during 1987-88. Thirty textbooks from eight content area courses were selected to represent typical textbook readings for core curricula in business, the humanities, natural sciences, and social sciences. The Fry Readability Formula and Graph were used to determine the difficulty levels of the textbooks. The Nelson-Denny Reading Test was used to determine the reading levels of a sample of 377 students. Study findings included the following: (1) the average reading level of the students in the sample was 12.12 grade, with the levels ranging from 3.0 to 16.9; (2) 54.6% of the students read below the college level (13.0); (3) the average readability level of the textbooks was 13.93, with levels ranging from 9 to 17; (4) 70% of the textbooks used were at the college level; and (5) 67% of the students in the sample had reading levels below the average readability level of the textbooks. (EJV)

Magee, Eamon M.; Pratt, Magaret W.
50 Years of U.S. Federal Support to Promote the Health of Mothers, Children and Handicapped Children in America: 1935-1985. A review of Federal Appropriations and Allocations to States for Health and Related Programs of Title V of the Social Security Act of 1935 and the Omnibus Reconciliaton Act of 1981.
Information Sciences Research Inst., Washington, D.C.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

PUB DATE- Oct 85
NOTE- 77p.; Portions printed in small type on colored paper.
GRANT- MCJ-240459
AVAILABLE FROM- Information Sciences Research Institute, 8027 Leesburg Pike No. 102, Vienna, VA 22180 (free of charge).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Historical Materials (060)
DESCRIPTORS- Block Grants; Children; *Child Welfare; *Federal Aid; *Financial Support; History; Mothers; Physical Disabilities; Physical Health; *Public Health; State Federal Aid; Tables (Data)
IDENTIFIERS- *Omnibus Budget Reconciliation Act 1981; *Social Security Act Title V

This document provides information on U.S. federal support for maternal and child health programs from 1935-1985. After a brief history of the Children's Bureau, which was the first unit of the federal government concerned with maternal and child health, funding and allocation formulas for Title V of the Social Security Act of 1935 are examined. Information is provided for three parts of Title V of the act: (1) Maternal and Child Health Services; (2) Services for Crippled Children; and (3) Child Welfare Services. The Omnibus Reconciliation Act of 1981 is also discussed with regard to funding and allocation. The major portion of the document is comprised of 61 tables which present information on amount of funding and allocation of funds for different programs and program components, as well as information on allocations and amounts to each state, by program components, from 1936 to 1985. (PCB)

ED 293 670 RC 016 570

Brown, Adell, Jr.
1890 Institutions' Extension Program and Rural Development.
PUB DATE- Aug 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Madison, WI, August 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Blacks; Educational History; *Extension Education; Higher Education; *Land Grant Universities; *Program Implementation; *Rural Development; Rural Education; *Rural Extension
IDENTIFIERS- *Morrill Act 1890; Smith Lever Act

The extension role of Tuskegee Institute and the 16 black land grant colleges established by the Morrill Act of 1890 has been to diffuse among the non-university citizens of America useful and practical information on agriculture, home economics, and related areas. Tuskegee's extension efforts began in 1880 and flourished under the leadership of Booker T. Washington and George Washington Carver. The Smith-Lever Act created the Extension Service in 1914 and, by 1923, 294 black agents were working in 16 southern states. However, all funds were administered by the white 1862 land grant universities. Passage of the United States Department of Agriculture 1972 Appropriation Act enabled the black land grant schools to administer their own programs. Current 1890 land grant extension programs have divided community and rural development programs into the following components: leadership development, organization development and maintenance, safety, leisure and cultural education, economic development, manpower and careers, housing and home environment, natural resources and environment, and business management and economics. Extension efforts by the 1890 organizations include stress management, job finding and retraining programs, community promotion packaging, public policy training, and fiscal management and financing alternatives for rural communities. (NEC)

ED 293 716 SE 049 091

Bitner-Corvin, Betty L.
Is the GALT a Reliable Instrument for Measuring the Logical Thinking Abilities of Students in Grades Six through Twelve?
PUB DATE- 88
NOTE- 39p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988). For related documents, see SE 049 090-092. Contains some small and broken type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Cognitive Dissonance; *Cognitive Measurement; *Cognitive Tests; Intermediate Grades; *Logical Thinking; Middle Schools; Science Education; Secondary Education; *Secondary School Science; *Test Reliability
IDENTIFIERS- *Group Assessment of Logical Thinking; Science Education Research

Reported are the findings of five descriptive studies in which the Group Assessment of Logical Thinking (GALT) was used as measure of logical thinking. Specifically, an attempt was made to determine how reliably the GALT measured logical thinking abilities and how well it predicted academic achievement. The reliability coefficients on the GALT for the five samples ranged between .76 and .86. In addition, the individual logical reasoning mode scores on the GALT and the GALT total score were predictors of academic achievement. The results seem to support the use of the GALT as a reliable measure of logical thinking. (Author)

ED 293 416 HE 021 329

Results of Survey on Faculty Members Pursuing Graduate Degrees and Appointment of Graduate Faculty.

Council of Graduate Schools in the U.S., Washington, D.C.

PUB DATE- 88
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Policy; *College Faculty; Faculty College Relationship; *Graduate School Faculty; *Graduate Study; Higher Education; National Surveys; Private Colleges; Questionnaires; State Universities; Tenure
IDENTIFIERS- *Association of American Universities

A small group of Association of American Universities (AAU) institutions was surveyed by the graduate school at the University of Florida in 1987 as part of a review of its own policies on faculty members pursuing graduate degrees and appointment to the graduate faculty. This was intended to give the graduate council a basis for comparison with other universities. Of the 55 questionnaires mailed to the graduate school deans, 40 were returned (with 20 from state universities and 20 from private universities). The questionnaire asked whether a faculty member holding a tenure-accruing position could pursue a graduate degree in the same institution, and if yes, what restrictions applied. It also asked whether there were university criteria for appointment to the graduate faculty. Results indicate a great difference between state and private universities on the policy of allowing tenure-accruing faculty to pursue graduate degrees in the institution. Restrictions cited include avoiding all possible conflict of interests; approval by the employment unit chairperson and dean, graduate school dean, and vice president for academic affairs; and having a different degree-seeking department from the employment unit. The state and private institutions also differ greatly in terms of the appointment of graduate faculty, with 60% of the state universities having a graduate faculty appointment system and only 30% of the private institutions having one. Specific responses of each university are summarized. (SM)

ED 293 459 HE 021 372

Proposed Construction of the Permanent Off-Campus Center of California State University, Hayward, in Concord. A Report to the Governor and Legislature in Response to a Request for Capital Funds from the California State University for a Permanent Off-Campus Center in Contra Costa County. Report No. 87-47.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Dec 87

NOTE- 147p.

AVAILABLE FROM- Publications Office, California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814-3985.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Enrollment Projections; Higher Education; *Multicampus Colleges; Needs Assessment; *Off Campus Facilities; *State Universities; *Two Year Colleges

IDENTIFIERS- *California State University Hayward

A proposal to move the Contra Costa Center of California State University, Hayward, from its present leased quarters in Pleasant Hill to a permanent facility in Concord is presented. The historical background on the proposal for the center is discussed. The proposal is also reviewed in light of the state's "Guidelines and Procedures for the Review of New Campuses and Off-Campus Centers," which are appended. Attention is directed to the following concerns: adequacy of enrollment projections; other alternatives; effects on other institutions; meeting community needs; reasonable commuting time; physical, social, and demographic characteristics; and access for the disadvantaged. Recommendations include: (1) the request to establish a permanent off-campus center in Contra Costa County be approved; (2) the Contra Costa Center be planned for an initial enrollment of 1,069 full-time equivalent students; and (3) until the enrollment at the Hayward campus equals or exceeds its current physical capacity, the Contra Costa Center should not be converted to a four-year campus. Appendices that comprise two-thirds of the report include correspondence and analyses concerning the proposal. (SW)

Westmeyer, Paul
Effective Teaching in Adult and Higher Education.
REPORT NO.- ISBN-0-398-05395-2
PUB DATE- 4 Jan 88
NOTE- 172p.
AVAILABLE FROM- Charles C. Thomas, Publisher, 2600 South First Street, Springfield, IL 62794-9265 ($24.75).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Adult Education; *Adult Learning; *College Instruction; *Continuing Education; Course Evaluation; Credit Courses; Discussion (Teaching Technique); Faculty Evaluation; Grading; Higher Education; Instructional Improvement; Laboratory Procedures; Learning Theories; Lecture Method; Programed Instruction; Questionnaires; Student Evaluation; *Teacher Effectiveness; *Teaching Methods; Teaching Skills; Tutoring

An overview of the field of adult education is presented, and the nature of adult learners and eight basic instructional modes are discussed. The focus is skills that make people better teachers and the intended audience is college professors, continuing education instructors outside the formal education setting, and students of higher education. Of concern are the following instructional modes: lecture, discussion, tutorial, self-instruction, programmed book, materials instruction, medium instruction, laboratory, and combinations of these. Also considered is a theoretical base for adult learning, with attention to the ideas of Malcolm Knowles. The theoretical model considers: the concept of a learner, the experience of the learner, learning readiness, orientation toward learning, and motivation to learn. Also addressed are: special groups of learners (e.g., older students, students in literacy programs, slow learners); evaluation of student achievement; reporting and crediting performance; and program/course/instructor evaluation. A sample evaluation form is included. (SW)

ED 293 530 IR 013 055

Livingstone, Sonia

Viewers' Interpretations of Soap Opera: The Role of Gender, Power, and Morality.

PUB DATE- Jul 86

NOTE- 49p.; Paper presented at the International Television Studies Conference (London, England, July 10-14, 1987). Research supported by a grant from the Economic and Social Council, United Kingdom, in collobration with the Independent Broadcasting Authority, United Kingdom.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Characterization; Cultural Influences; Foreign Countries; Labeling (of Persons); Mass Media Effects; *Moral Issues; Multidimensional Scaling; *Opinions; *Power Structure; Programing (Broadcast); Questionnaires; *Sex Differences; Sex Stereotypes; Social Psychology; Surveys; Television Research; *Television Viewing

IDENTIFIERS- England; *Soap Operas; United States

Two studies used multidimensional scaling to uncover viewers' spontaneous, largely implicit interpretations of Dallas (American) and Coronation Street (British), two soap operas in a genre of social realism that explicitly aims to parallel or directly contribute to the symbolic world of the viewer. The results bear upon the discipline of social psychology and cultural studies, and reveal the importance of gender, power, and morality in viewers' interpretations of the programs. The findings for the two programs were very different in that femininity was seen to be conventional in Dallas, but matriarchal in Coronation Street, and morality and power were seen to play different roles in the two programs. The study was particularly concerned with three categories of people--academic psychologists, researchers in cultural studies, and the general public--who watch and variously interpret television programs. The differences between, and problems within, the disciplines of social psychology and cultural studies, insofar as they deal with the mass media, illustrate how television contributes to the social reality of the viewer. Further research is necessary in this area. (3 tables, 7 figures, and 43 references). (CGD)

ED 293 544 IR 052 333

Fretwell, Gordon, Comp.

ARL Annual Salary Survey, 1987.

Association of Research Libraries, Washington, D.C.
PUB DATE- Feb 88
NOTE- 76p.; For 1985 report, see ED 278 402.
AVAILABLE FROM- Association of Research Libraries, 1527 New Hampshire Avenue, NW, Washington, DC 20036 ($15.00 for members; $20.00 for nonmembers).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Annual Reports; Higher Education; *Librarians; *Library Personnel; *Library Statistics; Library Surveys; Questionnaires; *Research Libraries; *Salaries
IDENTIFIERS- *Association of Research Libraries

This survey provides information on 1987 salaries for professional librarians employed by members of the Association of Research Libraries (ARL), based on questionnaires completed by the member institutions. The information is provided in 33 tables, which are divided into four categories: (1) Salary Levels for Personnel in ARL Libraries; (2) Median and Beginning Professional Salaries in ARL Non-University Libraries; (3) Average, Median, and Professional Salaries in ARL University Libraries; and (4) Distribution of Personnel and Average Salaries for Positions in ARL University Libraries. Data for law and medical libraries continue to be reported separately and are included in tables 22-33. Copies of the questionnaires sent to both university and non-university libraries are provided. (EW)

ED 293 559 IR 052 352

Losee, Robert M., Jr.
Theoretical Adequacy and the Scientific Study of Materials Selection.
PUB DATE- 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Library Acquisition; *Library Collection Development; *Library Material Selection; Library Research; *Models; *Research Methodology; *Scientific Research; Theories; Theory Practice Relationship

Noting that librarians have long debated whether specific library functions may, or should, be scientifically examined, or whether they constitute an art not susceptible to scientific study, this paper reviews and critiques attempts to develop models of library material selection using the theories and methods of scientific investigation. First, the nature of scientific theory and its application to research methods are reviewed, and three levels of adequacy, descriptive, explanatory, and predictive, are discussed with illustrative examples. Several published models of the selection decision for acquisition are examined in terms of their theoretical adequacy, and the nature of theories describing potentially optimal practices instead of existing methods is examined. It is concluded that much of the research which has been done in book selection does not achieve any of the levels of adequacy described in this paper, and the hope is expressed that researchers will examine the nature of scientific theories and the criteria by which they are judged so that future work may be more scientific, and thus more productive. (29 footnotes). (Author/EW)

ED 293 599 JC 880 208

Forrester, G. C.; Hamaura, R.
University Degree Completion, 1977-1984: Provincial Report. Research Report 87-02.
B. C. Research, Vancouver (British Columbia).
SPONS. AGENCY- British Columbia Ministry of Advanced Education and Job Training, Victoria.
PUB DATE- Jan 87
NOTE- 309p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *College Transfer Students; Community Colleges; *Degrees (Academic); Dropouts; *Educational Trends; Foreign Countries; Grade Point Average; Higher Education; Longitudinal Studies; *Majors (Students); State Surveys; Trend Analysis; Two Year Colleges; Universities
IDENTIFIERS- *British Columbia

This report provides province-wide information on the number and academic performance of students transferring from the community colleges and secondary schools in British Columbia (BC) to three BC universities (University of British Columbia, University of Victoria, and Simon Fraser University) between 1977 and 1984. Data for college transfer students are compared to data for direct-entry students (i.e., students entering the university directly from secondary schools). After chapters 1 to 3 provide an executive summary, introduction, and definitions of terms, chapter 4 presents detailed information on the flow of students from BC colleges and secondary schools to the three universities, showing the number of transfers during the 8-year period from each community college to each university and from schools in each college region to each university. Academic progress is examined in terms of continuing enrollment or withdrawal status, undergraduate degree attainment, and academic standing upon graduation. Chapter 5 deals with the current enrollment status of the transfer students, while chapter 6 explores the relationship between degree completion and grade point average upon entry to the university. Chapter 7 looks at withdrawal rates over time by university and program. Chapter 8 provides information on the specific degrees and degree majors attained by the graduates, exploring changes over time in the types of degrees and majors earned. Chapter 9 examines the final academic standing of students who have earned degrees. (Author/EJV)

ED 293 641 PS 017 294

Our Greatest Natural Resource: Investing in the Future of Alaska's Children. A Report of the Governor's Interim Commission on Children and Youth.

Alaska Office of the Governor, Juneau.

PUB DATE- Jan 88

NOTE- 120p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Adolescents; *Day Care; Dropouts; Drug Abuse; Educational Quality; Family Violence; Financial Support; Intervention; Parent Education; Pregnancy; Prevention; *Program Development; Runaways; *Social Planning; *Social Problems; State Programs; Suicide; *Youth

IDENTIFIERS- *Alaska

In 1987, the Governor of Alaska's Interim Commission on Children and Youth was given two tasks: (1) to develop a plan for a first-class child care system for working parents statewide that is workable, fair and sensibly integrates with the public schools; and (2) to produce a comprehensive plan to combat the problems facing Alaskans so they are prepared to be economically self-sufficient. Offered in this report are the Commission's primary recommendations, child care recommendations, and recommendations concerning the problems of youth. Primary recommendations focus on parent education, life skills education, problem prevention, professional training, literacy education, program coordination, community interventions, youth leadership and social participation, school nursing and public health nursing services, school counseling, natural helpers/peer counseling, mental health minimum funding, children and family research, adolescent survey research, employment of qualified natives, rural services, juvenile diversion, background checks, and law enforcement. Child care recommendations concern program quality, affordability, accessibility, and parent support and training. Recommendations for intervention in the problems of youth concern family violence, teen suicide, substance abuse, teen pregnancy, runaway youth, and dropouts. Recommendations are accompanied by background information about the issue addressed. The concluding recommendation advocates the establishment of a permanent Commission on Children and Youth. (RH)

ED 293 684 SE 048 925

Novak, Joseph D., Ed.
Misconceptions and Educational Strategies in Science and Mathematics. Proceedings of the International Seminar (2nd, Ithaca, New York, July 26-29, 1987). Volume I.
Cornell Univ., Ithaca, N.Y. Dept. of Education.
PUB DATE- Sep 87
NOTE- 1,066p.; For Volume II and Volume III, see SE 048 926-927. Small print and drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF08/PC43 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Uses in Education; Elementary School Mathematics; *Elementary School Science; Elementary Secondary Education; Epistemology; *Learning Strategies; Mathematics Education; Mathematics Instruction; *Metacognition; *Misconceptions; *Research Methodology; Science Education; Science Instruction; Secondary School Mathematics; *Secondary School Science; Teaching Methods
IDENTIFIERS- *Science Education Research

This document is the first of three volumes of the proceedings of an international seminar which focused on student misconceptions in science and mathematics as well as teaching strategies intended to deal with those misconceptions. An introduction to the volume explains the format of the conference and the organization of the sessions. It stresses the attention given to constructivism by the participants, as well as some of the problems associated with defining misconceptions and alternative frameworks. The remainder of the document contains 49 of the papers presented at the seminar, arranged in alphabetical order by senior author. These papers covered such topics as epistemology, research methodologies, metacognitive strategies, and the use of computers. Also included is a list of the conference participants. (TW)

ED 293 699 SE 049 040

Suydam, Marilyn N., Ed.; Kasten, Margaret L., Ed.
Investigations in Mathematics Education. Volume 20, Number 2.
Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.
PUB DATE- 87
NOTE- 72p.
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 (U.S. subscription $8.00, $2.75 single copy).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- Addition; Cognitive Processes; Educational Research; *Elementary School Mathematics; Elementary Secondary Education; Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Measurement; Problem Solving; *Research Methodology; *Secondary School Mathematics; Subtraction
IDENTIFIERS- *Mathematics Education Research

This issue contains abstracts and critical comments for 11 published reports of research in mathematics education. The reports are concerned with: (1) the development of counting strategies; (2) a structural model for mathematics achievement for men and women; (3) teaching children to subtract by counting up; (4) teaching children to add using one-handed finger patterns; (5) effects of lesson organization on achievement; (6) effects of test administration on test performance; (7) problem solving; (8) gender differences in mathematics; (9) teaching division; (10) personalized verbal problems; and (11) the development of children's number concepts. Research references from the Current Index to Journals in Education (CIJE) and Resources in Education (RIE) for October through December, 1986 are also listed. (RH)

ED 293 362 FL 017 339

Lampi, Mirjaliisa
The Language of Negotiation Strategy.
PUB DATE- May 87
NOTE- 9p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Education; *Business Administration Education; *Business Communication; *Conflict Resolution; Discourse Analysis; *English for Special Purposes; Foreign Countries; Higher Education; Marketing; *Persuasive Discourse; Second Language Instruction; Teaching Methods
IDENTIFIERS- *Finland

Two Finnish courses in business English were designed to teach students language that will enable them to negotiate effectively in English. The instructional approach is based on an analysis of recorded negotiations carried out in British subsidiaries of Finnish companies. The analysis identified a group of linguistic variables through which, it is proposed, negotiation strategy is created and manipulated. On the macro-level, two conversation phases were discriminated: gathering and encounter. The encounter phase was further divided into three phases (chat, discussion, and bargaining) and the characteristics of each phase were noted. On the micro-level, three types of speech acts were found: acts contributing to the negotiation climate (mitigation, emphasis, address); topic-oriented acts; and silent acts. Additional significant variables include: lack of threats, demands, and negative-affect acts; persuasive behavior in the form of statistical, example, analogy, or causal self-support argumentation, combined with other-support and positive-affect acts; chat phases interspersed among topic-oriented phases; predominance of discussion phases over bargaining; floor-sharing, involving frequent floor-changes; and in topic development, alternation of preferred items (good news) and dispreferred items (bad news). Further research is recommended. (MSE)

ED 293 378 FL 017 360

Le francais a l'elementaire: guide pedagogique, premier cycle (Elementary School French: Teaching Guide, First Cycle).
Alberta Dept. of Education, Edmonton. Language Services Branch.
REPORT NO.- ISBN-0-920794-88-2
PUB DATE- 87
NOTE- 382p.
LANGUAGE- French
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Communication Skills; Educational Objectives; Elementary Education; Foreign Countries; *French; *Immersion Programs; *Language Skills; Notional Functional Syllabi; Reading Skills; Second Language Instruction; *Skill Development; Speech Skills; Spelling; Student Role; Teacher Role; Teaching Guides; Teaching Methods; Writing Skills
IDENTIFIERS- *Alberta

The teaching guide for Alberta's elementary school French immersion programs outlines an approach to articulating the program's notional content. It discusses the development of both receptive and productive language skills in this context. Introductory sections examine the principles underlying the skill development method, the aims behind the suggested types of instructional activities, the notion and development of linguistic competence, and issues in the development of oral communication skills. Subsequent sections address more specifically the development of reading, writing, and spelling skills. A final section proposes an instructional method for notional content, beginning by explaining the theoretical basis of the method and then discussing it in greater depth from the viewpoints of promoting receptive language (listening and reading comprehension) and productive language (speech and writing skills). A sample lesson is included for each of three program levels. Each section contains a bibliography. (MSE)

ED 293 390 HE 021 042

A Perspective on Student Affairs. A Statement Issued on the 50th Anniversary of the Student Personnel Point of View.

National Association of Student Personnel Administrators, Inc.

SPONS. AGENCY- American Coll. Testing Program, Iowa City, Iowa.
PUB DATE- 87
NOTE- 28p.; Funding also provided by Marriott Education Services.
AVAILABLE FROM- National Association of Student Personnel Administrators, 1700 18th Street, N.W., Suite 301, Washington, DC 20009 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; Educational Change; Higher Education; *Role Perception; Standards; *Student College Relationship; *Student Personnel Services; Student Personnel Workers

The roles and expectations for student affairs professionals are considered. The history of student affairs as an integral part of U.S. higher education is briefly reviewed, along with changes in students and institutions that are influencing the educational environment. The following assumptions and beliefs of student affairs professionals are considered: the academic mission of the institution is preeminent, each student is unique, each person has worth and dignity, bigotry cannot be tolerated, feelings affect thinking and learning, student involvement enhances learning, personal circumstances affect learning, out-of-class environments affect learning, a supportive and friendly community life helps students learn, the freedom to doubt and question must be guaranteed, effective citizenship should be taught, and students are responsible for their own lives. Services that student affairs staff are expected to provide directly to institutions and students include: assess the educational and social experiences of students to improve institutional programs; assist students in successful transition to college; help students explore and clarify values; and design opportunities for leadership development. (SW)

ED 293 403 HE 021 193

Adey, David, Comp.; And Others
Distance Education in Southern Africa Conference, 1987. Papers 4.2: Professional Education and Practical Training at a Distance.
South Africa Univ., Pretoria.
PUB DATE- May 87
NOTE- 232p.; Papers presented at the "Distance Education in Southern Africa: Preparing for the 21st Century" Conference (Pretoria, South Africa, May 18-21, 1987). For other volumes from this conference, see HE 021 188-197.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Accounting; Administrator Education; *Distance Education; Educational Administration; Education Majors; Foreign Countries; Graduate Study; Industrial Training; Law Related Education; Nontraditional Education; Physics; Postsecondary Education; Primary Education; *Professional Education; Science Instruction; Social Work; Special Education; Student Teaching; Teacher Education; Telecourses; *Vocational Education
IDENTIFIERS- *Africa (South); South Africa; *University of South Africa

Fifteen papers from the University of South Africa's Conference on Distance Education are presented on professional education and practical training. They include: "The Art Work: From Concept to Realization" (Leon du Plessis and Koos van der Watt); "Distance Education for Industrial, Professional, and Practical Training" (Jacob van der Westhuizen); "From Theory to Practice: Educating for Vocational Excellence" (T.J. van Heerden); "Professional Development in Vocational Courses such as Social Work with Special Reference to Laboratory Work" (J.J. Jacobs); "The Role of Distance Education in Post Graduate Studies of Education in the Republic of South Africa" (G.S. Harley); "Practice Teaching in Special Education--A Challence for Distance Education" (H.M. Gerber); "Accountable Teacher Training in University Distance Education" (P.L. de Jager); "The Development of Educational Management as a Field of Study at UNISA" (Chris van Wyk); "Teaching Preprimary Teachers through Distance Education" (H.M. Grobler); "A Strategic Approach to Management Education in a Distance Teaching Environment" (E.W. Neuland et al.); "Teaching Accounting by Teletuition" (J.G. Huisamen); "Teaching Auditing in a Distance Education Environment" (H.J.S. Vorster et al.); "Teletuition in Undergraduate Legal Education" (W.J. Hosten); "Towards Integration in Legal Education: An Introduction to Practice" (Joan Church); and "The Teaching of the Practical Component of Physics in Distance Education" (E.C. Reynhardt). (LB)

ED 293 586   JC 880 190

Minorities at Kalamazoo Valley Community College.
Kalamazoo Valley Community Coll., Mich.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- Jan 88
NOTE- 255p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Black Students; College Choice; College Environment; College Preparation; Community Colleges; Financial Problems; *Hispanic Americans; Minority Groups; *Outcomes of Education; *Participant Satisfaction; Questionnaires; Racial Balance; *Racial Factors; School Community Relationship; Self Evaluation (Groups); Student College Relationship; Student Financial Aid; Two Year Colleges; *Two Year College Students

In 1986-87, Kalamazoo Valley Community College (KVCC) in Michigan undertook a broad-based examination of its effectiveness in assisting minority students to achieve their educational goals. The study investigated the balance between proportions of minorities residing in the local community and proportions enrolled at KVCC; the number of minorities enrolled and the number graduating; and the barriers to minority access and success existing at KVCC. The study involved a review of pertinent literature, which identified poor academic preparation, a negative college environment, and financial barriers as the major obstacles to minority success. To investigate the existence of these barriers, KVCC surveyed current high school students (N=212), parents of minority high school students (N=59), current KVCC minority students (N=86), KVCC graduates (N=50), and potential adult minority students (N=108). The study found that: (1) though most high school students had plans to attend college, only 10% intended to attend KVCC, with concerns about the institutional environment a primary deterrent to attendance; (2) about half of the high school students' parents had encouraged attendance at KVCC; and (3) in general, current KVCC students were concerned about financial considerations; were dissatisfied with the amount and types of social interaction they had with others of the same race or ethnic background; were at least minimally concerned with the lack of ethnic diversity in the student body, faculty, and staff; and felt satisfied with their preparation for college courses. Background data, advisory committee recommendations, the questionnaires, and a 35-item bibliography are included. An executive summary precedes the text. (EJV)

ED 293 656 PS 017 316

Papadopoulos, Antonis
The Contact School Plan: Visits to the Greek Contact School. 128th Primary School, Athens. Project No. 8 on "Innovation in Primary Education."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT-88-12
PUB DATE- 8 Feb 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; *Educational Objectives; *Elementary School Students; Ethnic Groups; Foreign Countries; Grade 2; *Learning Problems; Primary Education; *Program Effectiveness; Program Evaluation
IDENTIFIERS- *Cyprus; *Greece; Greeks

Observations of innovative compensatory intervention programs in three Greek elementary schools were conducted in 1986. Implemented in 50 schools and offering help to 1,176 students, the innovation offered assistance through compensatory teaching to children, mainly second grade students, who were experiencing learning difficulties. This report provides descriptions of: (1) the schools; (2) ways in which teachers operated; (3) children's background; (4) parents' attitudes; and (5) initial results of the intervention; the objectives of the innovation project are outlined as well. Of the 1,176 children provided compensatory instruction, 54 percent were able to follow the lessons in their regular classes without additional extra coaching. All the prerequisites for the continued success of the program have been identified by those involved in the project. Concluding remarks offer recommendations for maintaining the quality of the programs. (RH)

ED 293 732　　　　　　　　SO 017 743

O'Connell, James; Curle, Adam
Peace with Work To Do: The Academic Study of Peace.
REPORT NO.- ISBN-0-907582-77-X
PUB DATE- 85
NOTE- 55p.
AVAILABLE FROM- St. Martin's Press, 175 Fifth Avenue, New York, NY 10010 ($4.95).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict Resolution; Higher Education; Human Relations; *Peace
IDENTIFIERS- *Academic Discourse; *Peace Studies

This document contains two lectures concerning the nature and status of peace studies. Adam Curle, in "The Scope and Dilemmas of Peace Studies" presents: (1) the study of peace and related subjects; (2) diversities and contradictions in peace studies; (3) personal interpretations; (4) teaching peace studies; and (5) moral and practical dilemmas. He urges people to recognize mankind's common traits and to eliminate or diminish those issues that are divisive. In "Towards an Understanding of Concepts in the Study of Peace," James O'Connell examines the linkage of concepts concerning peace, justice, and freedom and considers coexistence in the contemporary world in terms of the community of nations, technology, and arms control. Ideas and attitudes about the nature and extent of peace studies in academic environments are explored, and peace is identified as a subject that civilization cannot afford to ignore. (JHP)

ED 293 347 FL 017 323

Rockwood, Heidi M.
Teaching Business German Basics on the Second Year Level.

PUB DATE- May 87
NOTE- 19p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Business Communication; Course Organization; Evaluation Criteria; *German; Higher Education; *Introductory Courses; *Languages for Special Purposes; Letters (Correspondence); Second Language Instruction; Skill Development; Textbook Evaluation; Vocabulary Development
IDENTIFIERS- *Georgia Institute of Technology

Most college curricula in business German are oriented to third- and fourth-year German students. Development of a course in introductory business German designed for the second year of language instruction required careful selection of materials and activities. Texts were selected for their comprehensibility for students with no business background and for their internal logic, vocabulary, and syntax, according to Goethe Institute guidelines. Some materials were drawn from existing textbooks, and others were taken from newspapers and magazines. Exercises and activities were designed to increase reading ability and vocabulary recognition, provide some letter-writing skills, and provide limited ability to speak about the subjects under discussion. They include underlining familiar words in the text, writing brief headlines for paragraphs, answering multiple-choice comprehension questions, determining the intended audience, answering true-false questions, locating certain statements, using textual information to select the correct version of another text, using context to determine vocabulary meanings, coordinating terms with definitions, filling in blanks, writing letters and letter elements from information provided, and carrying on conversations about specific topics. Student response to the course has been favorable, and a formal evaluation will be done. (MSE)

ED 293 431 HE 021 344

Sapp, Mary M.

Strategic Planning: What's It Really Like? AIR 1987 Annual Forum Paper.

PUB DATE- May 87
NOTE- 17p.; Paper presented at the Annual Forum of the Association of Institutional Research (27th, Kansas City, MO, May 3-6, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; College Environment; *College Planning; Competition; Decision Making; Economic Climate; Futures (of Society); Higher Education; Information Needs; *Institutional Research; *Long Range Planning; Prediction; *Research Utilization
IDENTIFIERS- *AIR Forum; *Strategic Planning; University of Miami FL

Experiences of the University of Miami's institutional research office, which produces three annual 5-year strategic plans, are reported. Attention is directed to official and unofficial functions of the institutional research office, lessons learned in the process, and suggestions for ways to minimize frustration and maximize usefulness. Institutions use strategic planning to set goals describing where the institutions wish to be strategically in relation to the competition and to develop action plans to position themselves there. Other features of strategic planning include: a focus on keeping in step with the changing environment; and consideration of rational and economic analysis, politics, and psychological interplay. Twelve lessons learned by the University of Miami in the last 4 years include: strategic planning is an art rather than a science; planning must be managed; commitment at the top must come early and continually; the plan is a "snapshot" of the planning process; strategic planners look outward as well as inward; and accountability is part of planning. Strategic planning has had a major impact on institutional research at the university; it has led to more research, which produces better planning. 9 references. (SW)

ED 293 446 HE 021 359

Williford, A. Michael; Moden, Gary O.
The Use of Alumni Outcomes in a Multidimensional Institutional Impact Assessment Program. AIR 1987 Annual Forum Paper.
PUB DATE- May 87
NOTE- 23p.; Paper presented at the Annual Forum of the Association of Institutional Research (27th, Kansas City, MO, May 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alumni; *College Graduates; College Programs; *Education Work Relationship; Graduate Surveys; Higher Education; Institutional Research; *Outcomes of Education; Skill Development
IDENTIFIERS- *AIR Forum; *Ohio University

Ohio University's impact assessment program is described, with emphasis on the use of long-term (5- and 10-year) alumni outcomes in complementing value-added and academic/social integration information. The university has integrated its alumni studies into its institutional impact project and has focused on both university-wide and college-specific information. The first section of the Alumni Study covered traditional alumni outcomes, such as types of jobs held, salary, and employment satisfaction. Included were questions about 14 competencies that the student needed at work and the extent to which they were developed at Ohio University. Additional questions concerned respondents' programs of study, academic aspirations, and the academic colleges within Ohio University. Selected results of the Alumni Study are considered to illustrate how information is interpreted. Examples are drawn from the traditional alumni outcomes, competencies needed and developed, and college-specific outcomes information. Alumni outcomes information is used in academic program review, institutional planning and budget review, student retention programs, accreditation review and self-study, student recruitment, and career planning/placement. 10 references. (SW)

Berry, Colin
What Can We Do about the Weather?
PUB DATE- Jul 86
NOTE- 15p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; Comparative Analysis; Foreign Countries; Intermode Differences; *Performance Factors; *Programing (Broadcast); *Retention (Psychology); Television Research; *Weather
IDENTIFIERS- Europe (West); Great Britain; *Message Design; United States

The results of research on the amount of information retained by television viewers from weather broadcasts suggest that audiences retain little information on weather conditions even though they are interested in it, and that more information is retained when the report is presented via the spoken word than with extensive use of visuals. An analysis of the content, format, and speech rates of weather bulletins in Europe (including Great Britain) and the United States showed that, in general, weather reports typical of the areas investigated were ineffective. Further investigation of the effect of delivery rates of weather bulletins from which excessively detailed information had been removed found that, although the percentage level of performance in answering questions about these bulletins improved, the increase was not significant. A slow, carefully segmented delivery of a pre-prepared text with less information than television weather bulletins usually convey was found to be a more effective format than the others examined, and it is suggested that a sequence of simply-labelled maps would produce the most appropriate visuals to accompany this message. It is concluded that fact-filled, rapidly delivered, slick presentations of the weather are minimally successful in conveying their message, and that broadcasters should be more concerned with the effective communication of information than with elaborate special effects. Analyses of the data are presented in four appended tables. (CGD)

ED 293 502 IR 013 024

Craik, Jennifer

Constructing Histories on Television: Reading the Country.

PUB DATE- Jul 86
NOTE- 46p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986). Illustrations will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Broadcast Industry; Content Analysis; *Documentaries; Foreign Countries; *History; *Programing (Broadcast); *Public Television; Television Research
IDENTIFIERS- Australia

The current tension in the writing of histories has been between the defense of "textbook" histories--i.e., the conventional approach which focuses on great events, great individuals, and great collectivities--and progressive--i.e., populist or alternative histories which focus on ordinary people. A new form has been engineered by television, which produces documentary-dramas and drama-documentaries by dramatizing histories and bringing them to life through individual accounts and experiences. These emergent forms have involved a shift in programming rationale to endorse long programs or mini-series; have taken on certain humanist and progressive critiques; and have adopted some dramatic and footage techniques that offer more daring accounts than earlier authoritative documentaries. Three documentaries illustrate different ways of writing about people and place as television: (1) "About Time," which spins a yarn about our notions of time and our relationships with time; (2) "The Country and the City," which presents the relationship between country and city as a central element in the development of capitalism; and (3) "The Dragon Has Two Tongues," which speaks of Welsh histories through two opposed historical viewpoints. These three examples have sought the essence of identity through mechanisms of time, and polarity, respectively, and each can be located within the transforming practice of writing and reading histories. However, constructed within the spectacle, and ordered by the present, they can at best make explicit those connections and acknowledge those restraints. (34 references) (CGD)

ED 293 516 IR 013 040

Grossberg, Lawrence

The In-Difference of Television or Mapping in TV's Popular (Affective) Economy.

PUB DATE- Jul 86

NOTE- 33p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Audiences; Broadcast Television; *Cultural Influences; Differences; Films; *Mass Media Effects; *Programing (Broadcast); *Self Concept; Social Structure; Television Research; *Television Viewing

This paper argues that the effectivity of television lies in the complex effects it generates by operating in specific ways on the line of in-difference, i.e., a particular structure of self relationship enacted in the relation between identity and difference. Using a theoretical and critical framework, the paper presents an analysis of three television functions: reshaping the powers and pleasures of identities and differences; reworking the relationship between ideology and affect; and rearticulating the social structure and power of difference within an affective democracy. A number of popular films and television shows are discussed to illustrate these points. Other aspects explored in this paper include: (1) in-differences of context and of form; (2) fragmentation and interruption of discourses constantly appearing on and disappearing from the television screen; (3) inability of television criticism to confront the problems posed by the determination of television apparatuses; (4) postmodernism and hypermodernism; (5) irony, repetition, and excess and the three forms of in-difference they announce; and (6) in-difference of identity or meaning. (5 end notes) (CGD)

ED 293 560 IR 052 353

Losee, Robert M., Jr.
Choosing To Examine Electronic Information: A Message Ranking Model To Minimize Information Overload.
PUB DATE- 87
NOTE- 32p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Costs; *Information Processing; *Information Retrieval; Information Science; *Information Utilization; *Models; *Telecommunications; *User Needs (Information)
IDENTIFIERS- *Information Overload; Poisson Probability Distribution

Designed to minimize information overload in telecommunications systems, the formal model developed in this paper predicts the usefulness of a message based on the available message features, and may be used to rank messages by expected importance or economic worth. The assumptions of binary and two Poisson independent probabilistic distributions of message feature frequencies are examined, and methods of incorporating these distributions into the ranking model are considered. Ways to incorporate user supplied relevance feedback are suggested, and analytic performance measures are proposed to predict system quality. Problems with this formal model are examined, and areas of future research are suggested. The text is supplemented by two tables and one figure. (33 references). (Author/EW)

ED 293 574 JC 880 168

Hawk, Thomas R.
Criteria and Procedures for Conducting an Academic Audit of a Progam or Discipline.
Philadelphia Community Coll., PA. Office of Institutional Research.

PUB DATE- Jul 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Colleges; Curriculum Evaluation; *Data Collection; *Evaluation Criteria; *Evaluation Methods; Intellectual Disciplines; Program Effectiveness; *Program Evaluation; Quality Control; Two Year Colleges

The evaluation criteria and procedures described in this report were developed at the Community College of Philadelphia (CCP) for conducting audits of the college's programs, disciplines, and support services. Part I provides an introduction to the audit process, which involves the following steps: (1) identification of curricular areas to be audited; (2) creation of an audit team within the department or organizational unit responsible for the audit; (3) development of an audit plan through discussions with program faculty, meetings between the audit team and appropriate administrators, and review and approval of the plan; (4) completion of the audit; (5) presentation of the audit by the college staff; and (6) audit follow-up. This section also discusses the role of the audit steering committee, and the format of the evaluation report. Part II outlines the criteria to be used in conducting the audit, including curricular purposes and goals, instructional methodologies, enrollment and retention patterns, student outcomes, demand and need for the curriculum, and operating cost and efficiency. For each of the criteria, possible sources of data and examples of questions to be addressed by the audit are suggested. (EJV)

ED 293 613 JC 880 230

Williams, Trudy

Project Success: Writing Skills for Developmental Students.

Saint Petersburg Junior Coll., Fla.

PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Community Colleges; Counseling Services; *Developmental Programs; Mentors; Minority Groups; Program Descriptions; *Student Development; Two Year Colleges; *Writing Instruction; Writing Skills

St. Petersburg Junior College's Project Success provides mentoring and other special support services to students with low placement test scores. Teachers, librarians, counselors, and other staff members meet, usually on a weekly basis, with five students per semester to provide support and assistance with problems. The mentors receive reports on the students' in-class progress three times a semester, and work with the students to make necessary adjustments in study strategies, course attendance, etc. In addition to ongoing tutorial services available at the Alternate Instruction Center, special writing skills workshops are provided each week. Because of the high proportion of minority and English as a Second Language students in Project Success, special efforts are made in the writing workshops to: (1) encourage bonding between project students and staff; (2) validate the students' dialects; (3) use interactive play to explain sentence structure; (4) help students learn to back up their points; (5) find something to praise; and (6) instill in students a sense of responsibility for their own learning. The success of the workshops is evidenced by the fact that no student who has regularly attended sessions has failed an English class at the college during the 4 years of the program. (EJV)

ED 293 627 PS 017 250

Mills, Belen C.; And Others
Infant Care--Does Anybody Care?
PUB DATE- 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Childhood Needs; Educational Quality; *Employed Women; Employer Supported Day Care; Fringe Benefits; Global Approach; *Health Services; *Infants; *Program Development; Social Problems; *Social Support Groups; Toddlers
IDENTIFIERS- Caregiver Child Ratio; *Infant Care; *Maternity Benefits

Statistics reveal that about 90 percent of all working women in the United States will bear a child. Yet the United States is the only highly developed nation that does not have a national maternity leave policy. What can and should be done to address this disparity? Perhaps valuable lessons can be learned from the 117 countries that guarantee women leave from employment for childbirth. The United States also has problems in the area of infant health. U.S. infant mortality rates during 1980-1985 tied for the worst ranking among 20 industrialized nations, whereas 30 years earlier the nation ranked sixth among the same countries. Many desirable outcomes could be realized by providing child care at the parent's workplace. But for infant care outside the home to be optimal, caregivers must be able to spend time with infants on a regular basis. Each baby in day care should be given intimate, consistent contact with at least one adult to facilitate development of social, emotional, and intellectual skills. While there are many steps which need to be taken to improve the quality of care of infants in the United States, it is important that provision not undermine the basic family unit. Information concerning child care provision in other countries should be sought.(RH)

ED 293 671 RC 016 571

Thomas, John K.; Schiflett, Kathy L.

A Gender Comparison of Former Agricultural Students' Employment Experiences.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

PUB DATE- 88
NOTE- 21p.; A version of this paper was presented at the Annual Meeting of the Southern Rural Sociological Association (New Orleans, LA, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agricultural Education; *Agricultural Occupations; *Agricultural Personnel; *College Graduates; Comparative Analysis; Employed Women; Employment Level; Employment Patterns; *Equal Opportunities (Jobs); Fringe Benefits; Graduate Surveys; Higher Education; Job Placement; Occupational Surveys; Salaries; *Sex Differences; Sex Discrimination; Unemployment; *Work Experience

To examine the transition of male and female agricultural students from colleges of agriculture into the labor market, a questionnaire was mailed in 1986 and 1987 to a 30% random sample of agricultural majors formerly enrolled at Texas A&M University and Oklahoma State University in the 1976-77 academic year. The survey obtained information about current educational attainment; past agricultural curriculum training; resources used by study participants to find employment; employment benefits received; and labor market participation according to first full-time position, starting salary, and total number of weeks unemployed since college graduation. Analyzed and compared by gender, the survey data clearly indicated that structural conditions allocated different occupations and employment benefits to comparably trained men and women. Although more than 90% of the study participants graduated with degrees from colleges of agriculture, women experienced more occupational segregation than men. Their first full-time jobs after leaving college were concentrated in traditional female occupations such as sales, clerical, and technical positions. Men more frequently obtained managerial and professional positions. The particular education qualifications of women in the study served primarily to allocate them to white-collar, secondary jobs. Future inquiries should address why women graduates are relegated to secondary jobs and why the positions are accepted. (JHZ)

ED 293 717 SE 049 092

Bitner-Corvin, Betty L.
The GALT: A Measure of Logical Thinking Ability of 7th through 12th Grade Students.
PUB DATE- 87
NOTE- 43p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (60th, Washington, DC, April 23-25, 1987). For related documents, see SE 049 090-091.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Cognitive Dissonance; *Cognitive Measurement; *Cognitive Tests; Intermediate Grades; *Logical Thinking; Science Education; Secondary Education; *Secondary School Science
IDENTIFIERS- *Group Assessment of Logical Thinking; Science Education Research

The purpose of this study was to determine the level of reasoning of a convenience sample of all seventh through twelfth grade students (N=156) in a consolidated school district in rural Arkansas prior to the introduction of a thinking program in which logical thinking is one component. Four research questions were investigated: (1) What percentage of seventh through twelfth grade students are formal operational thinkers as measured by the Group Assessment of Logical Thinking (GALT)? (2) Are there significant differences in the level of thinking as measured on the GALT among seventh through twelfth grade students? (3) Are there gender differences in logical lthinking ability of seventh through twelfth grade students as measured by the GALT? and (4) What are the underlying differences among seventh through twelfth grade students classified as formal, transitional, or concrete operational? The 12-item abbreviated form of GALT was selected to measure the reasoning level of the sample. Eleven percent of the sample measured formal operational on the GALT. Significant results in favor of the tenth grade group were found. Significant values were found in favor of the males on the conservation mode, conservation of volume, and probabilistic reasoning and in favor of the females on combinatorial logic. (CW)

ED 293 417 HE 021 330

Husen, Torsten
Higher Education and Social Stratification: An International Comparative Study.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
SPONS. AGENCY- Swedish International Development Authority (SIDA).
REPORT NO.- ISBN-92-803-1125-5
PUB DATE- 87
NOTE- 74p.; Also published in French. Part of a series on fundamentals of educational planning.
AVAILABLE FROM- UNESCO, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75116 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Comparative Education; Developed Nations; Developing Nations; Educational Attitudes; *Educational Philosophy; *Educational Planning; Educational Status Comparison; *Higher Education; *Social Stratification; Social Structure; Social Systems; Socioeconomic Influences; Socioeconomic Status
IDENTIFIERS- International Standards

The social stratification process is analyzed from a theoretical point of view, with assumptions tested with empirical evidence from the International Institute for Educational Planning project in developing countries or with information obtained through the researcher's prior studies on industrialized countries. The significant, and often negative, consequences due to the problem of social stratification are discussed in relation to the educational and occupational careers of educated youth. The subject is introduced by noting linkage between education and employment, egalitarian policies in education, and a historical perspective. Egalitarian philosophies in education are considered along with aspects of the equality problem relevant to developing countries. The role of formal education as a social stratifier is explored. A comparative perspective on education and social stratification in developing countries as well as differences between developed and developing countries with regard to social stratification are offered. Information is included on university graduates in developing countries focused on social background and social destination. Among the conclusions are: social stratification in all societies is enhanced by competition, selectivity and a meritocratic reward system; because institutions of higher education in developing countries serve subsistence economies with a limited modern sector, their post-primary enrollment patterns have no historical parallel in the developed economies; and home background in third-world countries tends to have less impact on access, survival, and outcomes of secondary and higher education than in industrialized countries. Tables and references are provided, and 50 references are appended. (SM)

ED 293 460 HE 021 373

State Saving Incentive and Prepaid Tuition Plans with Coordinating Board Recommendations.

Minnesota Higher Education Coordinating Board, St. Paul.

PUB DATE- 17 Mar 88
NOTE- 120p.
AVAILABLE FROM- Minnesota Higher Education Coordinating Board, Capitol Square Building, Suite 400, 550 Cedar Street, St. Paul, MN 55101.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Financial Services; Higher Education; Incentives; *Parent Financial Contribution; Program Administration; Program Costs; *State Programs; Statewide Planning; *Student Costs; *Tuition
IDENTIFIERS- *Minnesota; *Paying for College; Savings Accounts; Savings Bonds; Tuition Prepayment; Tuition Savings Plans

The benefits, costs, and risks of prepaid tuition and state saving incentive plans to help families pay the cost of a postsecondary education are examined. After discussing why plans have been proposed, financing strategies and savings instruments currently available to families are reviewed. Three types of state plans have emerged: prepaid tuition, savings bonds, and savings accounts. Proposed plans of four states are reviewed briefly. Plans from other sources are also briefly considered, including short-term and long-term institutional prepayment plans, privately-operated plans through nonprofit organizations and commercial groups, and federal plans such as education savings accounts with favorable tax treatment. The possible impact on families and beneficiaries who might participate in plans is considered, along with the effects on postsecondary institutions and state government. Benefits, direct costs, and risks of various state saving incentive and prepaid tuition plans are identified, with attention to the possible impact on families and beneficiaries, postsecondary institutions, and state government. Recommendations of the Minnesota Higher Education Coordinating Board are provided in the concluding chapter. An eight-page bibliography is provided. (SW)

ED 293 474 HE 021 389

Verification: An Annotated Bibliography.
Office of Student Financial **Assistance (ED), Washington, DC.**
PUB DATE- Mar 87
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Disclosure; *Eligibility; Family Income; *Federal Aid; *Financial Aid Applicants; Higher Education; Program Administration; *Quality Control; *Student Financial Aid

A bibliography on the development, implementation, and refinement of the process of verification of student financial aid application information is presented. The concept of verifying the information supplied by applicants has taken place since the federal financial aid programs began. Abstracts for 50 documents prepared since 1978 are presented. Each entry indicates the author/institution, sponsoring agency, publication date, source, and the ERIC accession number. Many of the documents were instrumental in the creation of the federal verification system and others address salient points regarding various aspects of verification. (SW)

ED 293 531 IR 013 064

Mativo, Kyalo
The Role of Communication in Alternative Development Strategies.
PUB DATE- Jul 86
NOTE- 34p.; Paper presented at the International Television Studies Conference (London, England, July 10-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Developed Nations; Developing Nations; *Diffusion (Communication); Economic Development; Folk Culture; Foreign Countries; Government Role; Information Dissemination; Information Networks; International Relations; *Mass Media; Models; Political Issues; *Rural Development; *Socioeconomic Influences; Telecommunications
IDENTIFIERS- *Africa; *Development Communication

Based on an extensive review of the literature, this analysis of the special role of communications in relation to social development examines three major groups of writings: (1) those concerned with perceptions and definitions of early concepts of communication/communication theory and underdevelopment/development, which provide the basis for a critical analysis of the assumptions underlying the corresponding models of social development; (2) those concerned with factors leading to the recent attempt at alternative models of development; and (3) those concerned with the current search for new formulations of a communication theory. Arguments are advanced that communication and development theories share common concepts, and that ideas on development are transmitted through media designed to carry ideological concepts, i.e., communication technology is an ideological implement. It is also argued that culture constitutes the framework within which any concept of development must be viewed; perceptions of development and the attendant need for popular participation in development planning and decision-making are indigenous to each particular country; politics become the key to successful formulation and articulation of an alternative theory of communication appropriate to the development needs of the Third World; in their simplicity, traditional communication systems are the best suited media for the purpose; and, although there are obstacles militating against the development of traditional communication systems, these can be overcome through socio-political reorientation. (52 end notes) (CGD)

ED 293 545 IR 052 334

How To Investigate the Copyright Status of a Work. Circular R22.
Library of Congress, Washington, D.C. Copyright Office.
PUB DATE- Feb 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Audiotape Recordings; *Copyrights; Federal Legislation; *Federal Regulation; *Intellectual Property; *Legal Responsibility; *Nonprint Media; *Publications

This circular details the methods for investigating whether a work is under copyright protection, and, if so, the facts of the copyright. Both in-person searches at the Copyright Office and searches by the Copyright Office staff for a $10.00 per hour fee are detailed. The circular also explains the effect of the Copyright Act of 1976, which completely revised federal copyright law. A copyright search request form to be used when requesting a search by the Copyright Office is included. (EW)

ED 293 642   PS 017 296

Jones, Elaine

Child-Care Study: A Response to Senate Bill 5871.

Washington State Higher Education Coordinating Board, Olympia.
PUB DATE- Nov 87
NOTE- 53p.
AVAILABLE FROM- Washington Higher Education Coordinating Board, 908 East Fifth Avenue, Olympia, WA 98504 (free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- College Faculty; *College Role; *College Students; *Day Care; Higher Education; *Institutional Characteristics; Needs Assessment; *Student Needs
IDENTIFIERS- *Washington

This report examines the findings of a study of child care services in four-year colleges and universities in the State of Washington which was undertaken in response to Senate Bill 5871 (included in appendices). The growing concern over the need for child care is first discussed. The report then identifies the extent and nature of child-care services currently available in the state's four-year colleges and universities, and summarizes each institution's child-care needs assessment for children of faculty and staff. The report concludes with a discussion of issues surrounding child care in higher education and presents policy guidelines for meeting identified needs. Some of these guidelines include: (1) continuing to provide child care to student families; (2) employing a fee schedule to recover the cost of providing child care for faculty and staff; (3) linking the provision of child care with educational and student services programs; (4) complementing, rather than competing with, private child-care services; and (5) providing leadership to ensure accessible, quality child-care programs. (PCB)

ED 293 685 SE 048 926

Novak, Joseph D., Ed.
Misconceptions and Educational Strategies in Science and Mathematics. Proceedings of the International Seminar (2nd, Ithaca, New York, July 26-29, 1987). Volume II.
Cornell Univ., Ithaca, N.Y. Dept. of Education.
PUB DATE- Sep 87
NOTE- 1,064p.; For Volume I, see SE 048 925 and Volume III, see SE 048 927. Small print and drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF08/PC43 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Biology; Elementary School Mathematics; *Elementary School Science; Elementary Secondary Education; *Learning Strategies; Mathematics Education; Mathematics Instruction; *Misconceptions; Science Education; Science Instruction; Secondary School Mathematics; *Secondary School Science; *Teacher Education; Teaching Methods
IDENTIFIERS- *Science Education Research

This document is the second of three volumes of the proceedings an international seminar which focused on student misconceptions in science and mathematics as well as teaching strategies intended to deal with those misconceptions. An introduction to the volume explains the format of the conference and the organization of the sessions. It stresses the attention given to constructivism by the participants, as well as some of the problems associated with defining misconceptions and alternative frameworks. The remainder of the document contains 51 of the papers presented at the seminar, arranged in alphabetical order by senior author. These papers covered such topics as teacher education, teaching strategies, biology, and elementary science. Also included is a list of the conference participants. (TW)

ED 293 700   SE 049 045

Lind, Jane
Kids' Northwoods Activity Book. Nature Puzzles, Quizzes, and Games, with Glossary.
REPORT NO.- ISBN-0-910259-06-2
PUB DATE- May 87
NOTE- 32p.
AVAILABLE FROM- Women's Times Publishing, P.O. Box 215, Grand Marais, MN 55604 ($4.95 plus $1.50 postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Art Activities; Elementary Education; *Elementary School Science; Environmental Education; *Games; Glossaries; *Outdoor Activities; *Science Activities; Science Education; *Science Instruction
IDENTIFIERS- *Informal Education

This children's activity book was designed with the intention of being used by children ages 5-12 on rainy days or slow times while enjoying the Northwoods of Minnesota. It contains puzzles, mazes, dot-to-dot drawings, games, and an outdoor treasure hunt. Included is a 74-entry glossary. (TW)

ED 293 363 FL 017 340

Billmyer, Kristine; Micheau, Cheri

Discourse Strategies for Foreign MBA Students: A Sociolinguistic Description of the Case Discussion.

PUB DATE- May 87
NOTE- 14p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Body Language; *Business Administration Education; *Business Communication; *Case Studies; English (Second Language); *English for Special Purposes; *Foreign Students; *Graduate Students; Higher Education; Learning Strategies; Persuasive Discourse; Role Playing; Second Language Instruction
IDENTIFIERS- *University of Pennsylvania

A study was undertaken at the University of Pennsylvania's Joseph Lauder Institute to assess the usefulness and requirements of case discussion for teaching English to foreign graduate students of business administration. The case method of analyzing and solving simulated business problems was chosen because it: (1) is one of the most common formats for information presentation and discussion found in graduate business schools; (2) requires active student participation; and (3) provides a unique opportunity for future managers to practice skills they will need as decision-makers. The study examined several aspects of the technique as a language-teaching tool in this context. First, rules governing verbal, nonverbal, and cognitive behaviors exhibited by students were identified and the behaviors that combine to make the case discussion a unique speech event were examined. Second, a descriptive model of the communicative competence of successful participants was constructed using various linguistic, sociolinguistic, and extralinguistic variables. Third, the analysis was used to design a curriculum for foreign students. The study used an ethnographic approach. (MSE)

ED 293 391 HE 021 057

Baum, Sandy; Schwartz, Saul
The Impact of Student Loans on Borrowers: Consumption Patterns and Attitudes towards Repayment. Evidence from the New England Student Loan Survey.
Massachusetts Higher Education Assistance Corp., Boston.; New England Education Loan Marketing Corp.
PUB DATE- Jan 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; *Access to Education; College Attendance; *College Choice; College Graduates; *College Students; Higher Education; *Loan Repayment; *Student Attitudes; *Student Loan Programs
IDENTIFIERS- *Debt (Financial); Mail Surveys

The extent to which educational debt is burdensome for borrowers who are currently in repayment was studied with attention to the actual impact of loan repayment on economic behavior and the perceptions of repayers concerning that impact. Opinions of borrowers concerning the role of student loans in providing access to and choice among higher education institutions were also considered. The data came from a mail survey of a random sample of 2,000 borrowers who were currently paying off their student loans. A 70% response rate was achieved. All recipients borrowed from the Guaranteed Student Loan Program, and one-third also borrowed from the National Direct Student Loan program. It was found that the number of borrowers owing more than $10,000 and paying $150 a month or more was rising, but these students were earning more money because of their education. Two-thirds of respondents said the availability of loans was very or extremely important in allowing them to continue their education after high school. About 55% said the loans were crucial in allowing them to enroll in the particular institution they attended. A similar majority of borrowers felt that the availability of loans allowed them to stay in school to complete their degrees. 22 references. (SW)

ED 293 517 IR 013 041

Gray, Ann
Video Recorders in the Home: Women's Work and Boy's Toys.

PUB DATE- Jul 86
NOTE- 16p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; Broadcast Television; *Family Life; *Females; Foreign Countries; Individual Differences; Interviews; *Leisure Time; Technological Advancement; Television Research; *Television Viewing; *Use Studies; Videotape Recorders
IDENTIFIERS- *England (Yorkshire)

This paper focuses on the domestic world of home and family life as it examines important factors that bear on the use of television and video by women. Based on interviews with women of different ages, economic status, educational backgrounds, family circumstances, and general social environments, the paper describes the following feminine reactions to television and video viewing: (1) women feel alienated from the video recorder and rely on their male partner or children to operate it; (2) the adult male and children, but not the woman, generally have their own tapes which they can use in any way they wish; (3) women are often doing something else at the same time as viewing, e.g., knitting, sewing, ironing, reading; (4) with the exception of their favorite programs, women feel that watching television is a waste of time and that they could be doing something more useful; (5) women resent the fact that the television goes on as soon as the family comes home; (6) if there is a conflict over what is to be watched, women may use a portable television in another room; and (7) there are various viewing contexts which create sets of expectations and contribute/detract from the pleasures of different viewers. (10 end notes) (CGD)

ED 293 587 JC 880 191

Rubini, Susan
The Community College Role in the Education of Professional Nurses.
PUB DATE- 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Articulation (Education); *Associate Degrees; Community Colleges; Curriculum Development; Educational Change; Educational Needs; *Nurses; *Nursing; *Nursing Education; Socialization; *Student Attitudes; Student Characteristics; Surveys; Two Year Colleges; Two Year College Students

A study was conducted to determine the effects of selected personal, work, and educational variables on student attitudes toward the nursing profession and the health care system. Specifically, the study sought to determine whether the variables of age, sex, race, marital status, licensed vocational nurse (LVN) status, the awarding of credit for the LVN license, other certificates and academic degrees, students' level in the nursing program, and amount/type of prior work experience affected students' perceptions of the need to reform educational and financial aspects of the health care system and their perceptions of the associate degree. Responses from 1,434 students attending 20 associate degree-granting institutions in southern California revealed that there were two distinct groups of students, "professional" and "technical," with separate views of the nursing profession and the health care system. Minority students and students with prior bedside nursing experience had less reformist attitudes, while students with prior baccalaureate degrees had less bedside experience and more reformist attitudes. Based on study findings and an analysis of the current structure of the nursing profession, it was concluded that the efficiency of short-term training and the quality of professionalism and advanced education could be combined in a more equitable system through an articulated educational sequence based on bedside care. (EJV)

ED 293 600   JC 880 209

Stumhofer, Nancy C.
The Impact of Computer-Assisted Instruction on Students' Knowledge of Basic Writing Skills.
Pennsylvania State Univ., Schuylkill Haven. Schuylkill Campus.

PUB DATE- 10 May 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Basic Skills; Community Colleges; *Computer Assisted Instruction; *Grammar; Models; Program Descriptions; Program Effectiveness; *Remedial Instruction; Two Year Colleges; *Writing Instruction; Writing Laboratories; Writing Skills

Several years ago, the English faculty at the Schuylkill Campus of Pennsylvania State University entered into a cooperative venture with the campus learning center to use computer-assisted instruction in the basic rules of grammar as part of the remedial English course. The software used for the lab is the Houghton Mifflin English Microlab program, which consists of a 75-item assessment test, a 50-item quick check test, 11 mastery tests, a data disk to record scores, and 11 modules. The software provides instruction in complete sentences, run-ons and comma splices, misplaced modifiers, subject-verb agreement, pronoun choice, commas, apostrophes, semicolons and colons, parentheses and dashes, quotation marks and italics, and capitalization. Results of student evaluations of the microlab program and a statistical analysis of achievement gains led to the following conclusions: (1) high achievement levels were evidenced by students who did at least 20 exercises and worked on at least 8 instructional modules; (2) some students who worked on fewer than five modules had lower scores on the post-test than they did on the pre-test; (3) although males did better on the pre-test than females, males and females did equally well on the post-test; and (4) when asked what they liked least about the program, the most frequent comments were "It was too time-consuming," "The program ran too slowly," and "There wasn't enough feedback on errors," while the most frequent positive comments were "It helped me learn more about grammar," "It was easy to understand," and "I could always get the module I wanted, a computer, and help if I needed it." Guidelines for setting up a similar program are included. (EJV)

ED 293 628 PS 017 251

Ediger, Marlow
Elementary Education and the Learner (A Collection of Essays).
PUB DATE- 87
NOTE- 143p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Design; Educational Improvement; Educational Philosophy; *Elementary Education; Essays; Grouping (Instructional Purposes); History Instruction; Individual Differences; *Individualized Instruction; *Inservice Teacher Education; *Instructional Design; Learning Activities; Mathematics Instruction; Reading Instruction; Science Instruction; Social Studies; Speech Communication; *Urban Education
IDENTIFIERS- Collins (Marva)

This collection includes 13 essays on various aspects of learning and elementary education. Individual essays describe, discuss, evaluate, or make recommendations about: (1) the urban school curriculum; (2) individually guided education; (3) in-service teacher education; (4) design of the science curriculum; (5) use of psychology in mathematics instruction; (6) reform in the reading curriculum; (7) the teaching of history in the social studies; (8) social studies learning activities; (9) provision for individual differences in the designing of the curriculum; (10) oral communication; (11) systematic teaching versus incidental learning; (12) the philosophy of education of Marva Collins; and (13) the grouping of pupils in the elementary school. (RH)

ED 293 657 PS 017 317

Spodek, Bernard
Early Childhood Curriculum and the Definition of Knowledge.
PUB DATE- Apr 88
NOTE- 12p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Historical Materials (060)
DESCRIPTORS- *Curriculum Development; *Early Childhood Education; *Educational Change; *Educational History; *Social Change
IDENTIFIERS- Eighteenth Century; Nineteenth Century; Twentieth Century

This paper delineates conceptions of early childhood programs from the 18th through the 20th centuries, and reveals how the programs changed as the concept of what constitutes knowledge changed. Discussion begins with reading instruction and hornbooks in Colonial America, and national language learning in the knitting school of Jean Frederick Oberlin. Subsequent discussion focuses on empiricist approaches, including Owen's Infant School and Institute for the Development of Character, Froebel's kindergarten, and the role of American transcendentalism. Empirical models of early education related to the education of handicapped and disadvantaged persons are described; these include the pioneer efforts of Jacob-Rodrigues Pereire, Jean-Marc-Gaspard Itard, Edouard Seguin, and Maria Montessori. The concluding section indicates how the emergence of the field of child study, progressive education, and theories of development influenced kindergarten programs. While knowledge of child development research and theory can be used to determine the appropriateness of a particular educational method for a particular group of children, such knowledge cannot be used to determine what should be taught to those children. (RH)

ED 293 733 SO 017 904

Meijer, H.
Compact Geography of the Netherlands. Fifth Edition.
Information and Documentation Centre for the Geography of the Netherlands, Utrecht.; Netherlands Ministry of Foreign Affairs, The Hague.
PUB DATE- 85
NOTE- 44p.; For Third Edition, see ED 190 419.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Geographic Materials (133) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Foreign Countries; *Geography; Instructional Materials; *Maps; Secondary Education; Social Studies
IDENTIFIERS- *Netherlands

A short, concise summary of the geography of the Netherlands is presented in this document. The introduction describes the country's governmental forms, physical location, provinces, population, and history. Geographic coverage includes: (1) the high and low Netherlands; (2) the struggle against flooding and land reclamation; (3) the polders, or land surrounded by dikes; (4) the Zuyder Zee; (5) the Delta Project; (6) water control; (7) demography; (8) population distribution; (9) the Randstad, cities located in western Netherlands; (10) Amsterdam and Rotterdam; (11) the economy; (12) agriculture; (13) mineral production; (14) industry; (15) trade and traffic; (16) physical planning; and (17) the environment. Full-page maps accompany each of these topics. (JHP)

ED 293 348 FL 017 324

Paulsell, Patricia R.
The Syntactic and Grammatical Characteristics of Business German Language: A Methodological Problem.
PUB DATE- May 87
NOTE- 24p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *German; *Grammar; Higher Education; Language Research; *Languages for Special Purposes; Second Language Instruction; Student Needs; *Syntax; Teaching Methods

A discussion of problems in teaching business German focuses on methodologies used to introduce syntax and grammar at the introductory and intermediate levels. The formalistic, progressive approaches to grammar and syntax that American students are accustomed to in language instruction put them at a disadvantage because they: (1) make it difficult for instructors to adapt the typical osmosis exercises of some business German texts; and (2) are biased in favor of certain approaches to language learning that do not form a particularly good foundation for the study of business German. Three aspects of instruction are examined further: (1) recent research concerning the most important syntactical and grammatical characteristics of business and technical German; (2) problems experienced by average American businesses created by the creative writing/Alltagssprache-oriented approaches of most German texts; and (3) the need for development of appropriate methodologies for teaching business German syntax and grammar. (MSE)

Defining and Assessing Baccalaureate Skills: Ten Case Studies. A Report on the Academic Program Evaluation Project.

American Association of State Colleges and Universities, Washington, D.C.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

REPORT NO.- ISBN-0-88044-065-1

PUB DATE- 86

NOTE- 81p.; Paper collected as part of the American Association for Higher Education Assessment Forum. Case study institutions also include Western Kentucky University.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Bachelors Degrees; Case Studies; *College Curriculum; Evaluation Criteria; *General Education; Higher Education; *Outcomes of Education; *Program Evaluation; Skill Development; State Colleges; State Universities; *Student Evaluation

IDENTIFIERS- *AAHE Assessment Forum; Ball State University IN; California State University Chico; College Outcomes Assessment; North Adams State College MA; Ramapo College of New Jersey; Southern Illinois University Edwardsville; State University of New York Coll at Potsdam; University of Nebraska Omaha; Wayne State College NE; Western Carolina University NC; Western Kentucky University

Efforts to evaluate the general education component of baccalaureate degree programs at ten colleges using a uniform assessment formula are described. The colleges were participants in the American Association of State Colleges and Universities' Academic Program Evaluation Project (APEP), which proposed that outcomes of baccalaureate education can be expressed as generic intellectual skills that are measurable and by which students can be evaluated. Information is provided on the five stages of APEP: defining generic skills; identifying performance indicators, criteria, and testing procedures; assessing students and programs; judging student and program performance; and policy analysis and decision making. Institutional profiles, background information, and descriptions of the evaluation efforts in the early 1980s are provided for following colleges and universities: Ball State University; California State University, Chico; North Adams State College; Ramapo College of New Jersey; Southern Illinois University at Edwardsville; State University College at Potsdam in New York; University of Nebraska at Omaha; Wayne State College; Western Carolina University; and Western Kentucky University. (SW)

ED 293 404 HE 021 194

Adey, David, Comp.; And Others
Distance Education in Southern Africa Conference, 1987. Papers 5: Administration and Student Support in Distance Education.
South Africa Univ., Pretoria.
PUB DATE- May 87
NOTE- 239p.; Papers presented at the "Distance Education in Southern Africa: Preparing for the 21st Century" Conference (Pretoria, South Africa, May 18-21, 1987). For other volumes from this conference, see HE 021 188-197.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Organization; Admission Criteria; Disabilities; Discussion Groups; *Distance Education; Foreign Countries; *Nontraditional Students; Postsecondary Education; School Registration; School Schedules; *Student Personnel Services; Tutors
IDENTIFIERS- *Africa (South); *University of South Africa

Seventeen papers from the University of South Africa's Conference on Distance Education are presented. They include: "Establishing a Formal Student Support System--Time Is of the Essence" (Karen Hinrichs); "A Student Services Unit in a Distance Education Institution" (Hendrik Gous); "Distance Education and the Community: New Partnerships and Interactions" (Vivien Willers); "Admission, Registration and Examination Procedures in Respect of Postgraduate Degrees and Diplomas" (George Cox); "The UNISA Department of Production--A Functional Link in the Didactic Triangle" (H.P.J. van Niekerk); "UNISA's Scheduling Section" (B.J. van der Walt); "The Role of the Fulltime Equivalent Student in a Distance Teaching University" (P.C. Minnaar); "The Need for a Professional and Effective Supportive Administration in Distance Teaching" (Petrus J. Vermeulen); "The Utilization of Computers at UNISA" (O.V. Kilpert); "The Disabled Distance Education Student: Problems and Possibilities" (Phoebe van der Walt); "Career Guidance for Distance Students" (W.A. van Schoor); "The Promise and Problems of Learning at a Distance" (Desmond H. Crawford-Nutt); "Close Encounters of the Third Kind: The Personal Tutor Scheme in Practical English" (Margaret H. van Zyl); "The Value of Discussion Groups to UNISA Students" (J. Lambert); "Student Support in Distance Learning" (Elsabe Swanepoel); "Essential Andragogic Support for the Absent Student in Distance Teaching" (Adriaan J. Smit); and "Adapting the Organizational Structure of Distance Education Departments to Meet the Demands of Rapid Growth" (Gordon Erens). (LB)

ED 293 432 HE 021 345

Walleri, R. Dan

A Longitudinal Study of "Guided Studies" Students. AIR 1987 Annual Forum Paper.

PUB DATE- May 87
NOTE- 22p.; Paper presented at the Annual Forum of the Association of Institutional Research (27th, Kansas City, MO, May 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Persistence; College Preparation; Community Colleges; *Developmental Studies Programs; Grade Point Average; Higher Education; *High Risk Students; Institutional Research; Longitudinal Studies; Program Evaluation; *Two Year College Students
IDENTIFIERS- *AIR Forum

The "Guided Studies" program at a comprehensive community college was evaluated. The program was designed to restrict student course enrollment until academic deficiencies could be erased through successful completion of courses in developmental education. The persistence rates and academic performance of students placed in the program were compared with those of students entering prior to the adoption of the program but with the same academic deficiencies. Student records were analyzed for 743 first-time students in fall 1983 and 563 first-time fall 1984 students. These students were tracked for 2 years, and a follow-up survey was conducted for the fall 1984 group during the 1986-1987 academic year. Results indicate that the "Guided Studies" program improved student persistence. Academic performance, as measured by grade point average (GPA), was about the same for the two groups even after controlling for persistence. The results are analyzed by part-time and full-time credit load, major type, employment status, and cumulative GPA. 9 references. (Author/SW)

Valentine, Nancy L.
Factors Related to Attrition from Doctor of Education Programs. AIR 1987 Annual Forum Paper.
PUB DATE- May 87
NOTE- 15p.; Paper presented at the Annual Forum of the Association of Institutional Research (27th, Kansas City, MO, May 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *Doctoral Programs; Dropouts; Education Majors; Higher Education; Institutional Research; Predictor Variables; *Schools of Education; Student Attitudes; *Student Attrition; Student Characteristics
IDENTIFIERS- *AIR Forum; *West Virginia

Possible relationships among selected psychological, sociological, and economic characteristics of doctoral students were studied, and these characteristics were compared for students who completed or withdrew from Doctor of Education degree (Ed.D.) programs at West Virginia University. Questionnaires were mailed to 254 Ed.D. recipients and 287 nongraduates, with response rates of 82.98% and 63.40%, respectively. The graduates had received their doctorates between August 1977 and August 1984. Sixteen variables were significant in explaining completion or noncompletion of Ed.D. degrees. Findings indicate that Ed.D. recipients were more likely than nongraduates to have: spent more time in full-time study; decided on their major field of study before receiving the undergraduate degree; had a stronger commitment to their career; had a higher financial subsistence level; had different sources of financial subsidy, primarily assistantships; had more positive relationships with staff and other students; and had less difficulty with the dissertation. Additional variables that distinguish doctoral degree completers are identified, and 15 recommendations to increase retention are offered. 11 references. (SW)

ED 293 489 IR 013 011

Blanchard, Tim

Popular Culture and Young People: The Educational Potential of the Differentiated Audience.

PUB DATE- Jul 86
NOTE- 19p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Audience Analysis; *Mass Media Effects; Media Research; *Popular Culture; *Reading Habits; *Relevance (Education); Social Structure; Student Experience; Television Viewing

Based on an audience study conducted in London to investigate the educational relevance of the differentiated response of young people 11 to 16 years old to popular culture, this paper discusses: (1) the reason why this and further studies of this type are needed; (2) the main findings of the study with emphasis on the way in which young people's reading and viewing habits and choices may be affected by factors of age, race, and gender, and the differentiated audience response arising from these reading and viewing choices; and (3) the educational relevance of such a response in terms of the impact this might have on educational thinking in general and media education in particular, and the ways in which such responses might inform specific classroom practice. The first section of the paper discusses the need for such research in the context of two basic approaches to the question of media influence, i.e., the "direct effects" model and the "other critical factors" model, and the incomplete picture presented by prior studies on youth and culture. A detailed description of the audience study is presented in the second section, which concentrates on two main questions--that of choice and the possible significance of various patterns of viewing reported by the children, and that of their actual response to specific television programs. The third addresses both the reasons why questions of audience are becoming increasingly important within media education, and the relevance of text/audience interaction for media education. (CGD)

ED 293 503 IR 013 025

Curti, Lidia
Genre and Gender.
PUB DATE- Jul 86
NOTE- 22p.; Paper presented at the International Television Studies Conference (London, England, July 10-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Characterization; Cultural Influences; *Females; *Feminism; Foreign Countries; Literary Genres; Models; Modernism; *Popular Culture; *Programing (Broadcast); *Sex Role; *Sex Stereotypes; Social Influences; Television
IDENTIFIERS- England; *Italy; Soap Operas; United States

This paper begins by discussing the difference between genre and gender, defining the former as the study of a systemic totality, and the latter as the split in the totality, reversal, upturning, and break-up of any systemic logic. Also discussed are (1) the difference between nature and culture, and the quarrel between essentialist and anti-essentialist feminism in the context of women and television soap opera; (2) the double standard referring to gender and existing within popular culture, not less than in high culture, which is partly focused on how women's work is ignored or forgotten, even within popular culture criticism; (3) the relationship of genre and gender within literary studies, cinema, and television criticism, including several illustrative examples of popular television series; (4) the feminine narrative, especially in terms of soap operas and telenovelas; (5) the feminine continuum; and (6) Italian soap operas and the changing structure of televisions soaps and crime shows in general. (CGD)

ED 293 546 IR 052 335

Copyright Registration for Automated Databases. Circular 65.
Library of Congress, Washington, D.C. Copyright Office.

PUB DATE- Apr 87
NOTE- 7p.
AVAILABLE FROM- Publications Section, LM-455, Copyright Office, Library of Congress, Washington, DC 20559, or call (202) 287-9100.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Copyrights; Database Producers; *Databases; Electronic Publishing; *Federal Regulation; *Information Dissemination; *Legal Responsibility

This description of the copyright protection available for automated databases provides a definition of an automated database; discusses the extent of copyright protection, i.e., the compilation of facts; explains copyright registration and what constitutes publication of a database; and describes the procedures for registering both published and unpublished databases with the U.S. Copyright Office, including the form to be completed, deposit requirements, information on special relief and trade secrets, and the form and location of the copyright notice. Some points to remember and sources of additional information are also provided. (EW)

ED 293 561 IR 052 354

Hegg, Judith L.
Using Document Availability Research in a Library Self-Study.
PUB DATE- Dec 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Libraries; Higher Education; Library Research; *Library Services; Library Surveys; *Periodicals; Self Evaluation (Groups); *User Needs (Information); *User Satisfaction (Information)
IDENTIFIERS- *William Paterson State College NJ

Modelling its self-study on earlier document availability research by Saracevic, Shaw, and Kantor, the Periodical Department of the William Paterson College Library (Wayne, New Jersey), evaluated service to its patrons. Specially modified and coded periodical request forms were collected from a sample of patrons who requested periodicals from the closed periodicals stacks. The data showed that the largest group of users in the sample (67%) was composed of undergraduates, and that 90% of those sampled reported success in obtaining the material they had requested. The data was also used to examine "errors" or non-receipt of requested materials, and the reasons for those errors. It was concluded, however, that a 90% success rate for closed stacks was less than should be considered optimal, and several recommendations are made for improvements. The text is supplemented by one figure and three tables. A copy of the periodical request form used for data collection, and a list of definitions of the error categories are appended. (3 references) (Author/EW)

ED 293 614   JC 880 231

Hobelaid, Ena
The Feasibility of Using a Portable InstaCap System in a College Environment.
Canadian Captioning Development Agency, Toronto (Ontario).
PUB DATE- Jan 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)

DESCRIPTORS- *Communication Aids (for Disabled); Community Colleges; Computer Oriented Programs; Feasibility Studies; Foreign Countries; *Hearing Impairments; Mainstreaming; *Notetaking; Program Costs; *Student Attitudes; Student Reaction; *Teacher Attitudes; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Captioned Media; *InstaCap System

A study was conducted to investigate the feasibility of using a portable electronic note-taking/captioning system (InstaCap) by a deaf student in a college classroom. The study investigated the extent to which the deaf student was assisted by the system, the extent to which other students and the teacher were distracted, and costs to the college. The InstaCap system was used by a deaf student attending a college of applied arts and technology in Ontario for the following classes: Media Studies, Public Policy, Psychology, Applied Human Relations, Communications, and Culture and Values. A typist, using a microcomputer and specially designed software, keyed in class notes. From the notes, captions were generated and displayed using a wireless video transmitter and television monitor. The feasibility study showed that: (1) 92% of the 39 hearing students in the psychology class indicated that neither the typist nor the monitor was a distraction for them in the lecture hall, though three students found the monitor to be somewhat distracting in small classrooms; (2) although most faculty members did not find the presence of the InstaCap system to be distracting, problems were noted when the system had to be set up during class and when the deaf students' responses to class discussions were delayed while waiting for the class dialogue to appear on the screen; (3) while the deaf student rated the usefulness of the InstaCap system highly, he indicated that he and the other students had expected too much all at once and that his social interaction with other students was restricted; and (4) most students and faculty members felt that the presence of the InstaCap system had positively influenced their awareness of the difficulties encountered by hearing impaired students in the classroom. The study report includes a discussion of the development of the InstaCap system, information on costs, and a list of the system's strengths and weaknesses. (EJV)

ED 293 701 SE 049 047

Postel, Sandra; Heise, Lori
Reforesting the Earth. Worldwatch Paper 83.
Worldwatch Inst., Washington, D.C.

REPORT NO.- ISBN-0-916468-84-4
PUB DATE- Apr 88
NOTE- 71p.
AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Avenue, NW, Washington, DC 20036 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Agriculture; *Conservation (Environment); *Depleted Resources; *Developing Nations; Ecological Factors; *Environmental Education; *Forestry; Fuels; *Land Use; Lumber Industry; Natural Resources; Science and Society; Scientific and Technical Information; Soil Conservation; Trees

This document deals with efforts aimed at reforesting large areas of degraded lands. It includes sections on: (1) tree cover trends; (2) fuelwood challenges of the future; (3) the need to supply industrial wood; (4) stabilizing soil and water resources; (5) forests and climate change; and (6) mobilization for reforestation. (TW)

ED 293 718 SE 049 094

Disinger, John F.
Environmental Education in K-12 Curricula. ERIC/SMEAC Environmental Information Bulletin No. 2, 1987.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 10p.
CONTRACT- 400-86-0016
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Curriculum Design; *Curriculum Development; Elementary Secondary Education; *Environmental Education; *Interdisciplinary Approach; International Cooperation; *National Surveys; *Professional Associations; Science and Society; *State Departments of Education; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Environmental Education Research

During 1987 the ERIC Clearinghouse for Science, Mathematics, and Environmental Education (ERIC/SMEAC) conducted a survey of the state education agencies, asking respondents to summarize their perceptions as to how schools include environmental topics in their curricula by responding to a questionnaire. Also requested was information concerning extent of inclusion, forms of environmental education commonly employed, and agency policy with respect to inclusion. During October 1987, ERIC/SMEAC personnel organized and presented a symposium, "Environmental Education in School Curricula: (How) Does it Fit?" at the annual conference of the North American Association for Environmental Education (NAEE) in Quebec City. Fourteen invited participants (ten from the United States, three from Canada, one from Australia) presented position statements during a day-long session. This information bulletin provides summaries of both the survey and the symposium. Both the survey and the symposium offer ample evidence that the posed question of how environmental education "fits" into school curricula is more complex than it might appear; a range of possible positions and mechanisms are possible. The evidence above and elsewhere suggests that infusion is the more popular method. There is greater likelihood of finding space for environmental topics in school curricula if they can be associated with existing curricula, rather than creating new separate courses. Excerpts of both the survey respondents' comments and the 14 symposium papers are included in this document. (TW)

ED 293 461 HE 021 374

Low, Jane M.
UC Davis Undergraduate Participation in Public Service Activities.
California Univ., Davis.
PUB DATE- Jun 87

NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Credits; College Students; *Extracurricular Activities; Field Experience Programs; Higher Education; *Public Service; Questionnaires; School Community Relationship; *Student Participation; *Undergraduate Students
IDENTIFIERS- *University of California Davis

The current status of undergraduate participation in public service activities at the University of California (UC) at Davis, was investigated in 1986-1987. Public service included all work performed for nonprofit, government, and service organizations. The first questionnaire was completed by 70 departments (out of 95) to determine information about courses that provide academic credit for public service. The second questionnaire was completed by 19 administrative units (a 68% response) and 34 student organizations (a 15% response). It was found that about three-quarters of UC Davis undergraduates were involved in some type of community service activities. Appendices include: the questionnaires, a list of 29 examples of public service activities that provide academic credit, a list of clients served by public service activities that provide academic credit, a list of 32 public service activities that do not provide academic credit, a list of clients served by public service activities that do not provide academic credit, and suggestions regarding programs and incentives that might encourage more students to participate in both credit and noncredit public service work. (SW)

ED 293 475   HE 021 390

Davis, Char, Ed.; Welsh, Michael, Ed.
Carolina View. Volume III, 1987.
South Carolina Univ., Columbia. Div. of Student Affairs.
PUB DATE- 87
NOTE- 74p.
AVAILABLE FROM- Division of Student Affairs, University of South Carolina, Columbia, SC 29208.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Persistence; Adult Students; Black Students; College Curriculum; *College Instruction; *College Role; *College Students; Court Litigation; Higher Education; Institutional Research; Liberal Arts; Sex Fairness; Student Participation; *Student Personnel Services; Student Rights
IDENTIFIERS- *University of South Carolina; USSR

Developments on college campuses, and specifically at the University of South Carolina (USC), are presented in 15 articles and 3 book reviews. Titles and authors are as follows: "Assessing the Papal Visit" (Jerome N. Vereb); "How Long Does It Take to Graduate from Carolina" (Michael F. Welsh, Mark G. Shanley, Charles H. Witten); "Are the Concerns of Today's Liberal Arts Students Being Met?" (Margaret A. Cassidy); "Gender-balancing the Curriculum" (Sue V. Rosser); "Student Involvement and Its Relationship to Retention and Grade Point Averages: A Model for Assessment" (Harry B. Shucker); "The Evolution of a Contractual Right for the American College Student" (Jon C. Rogers); "The Role of Institutional Research in Higher Education (Kenneth L. Schwab, editor); "The Challenge of Effective Teaching" (Timothy J. Bergen, Jr.); "Black Students and the Future of USC" (Raymond O. Murphy, Michael F. Welsh, Ralph E. Johnson); "What Can the Soviets Teach Us about Higher Education?" (James V. Dreyfuss); "Selecting Student Staff: The Resident Advisor" (Melanie M. Grecu); "The Role of the University in a Technological Age" (Gerald R. Roys); "AIDS and Ethics on the College Campus" (Jodi A. Raybuck); "I Hated My Favorite Teachers" (G. James Burns); "Understanding and Facilitating Adult Learning" (reviewed by Dorothy S. Fidler); "College" (reviewed by Sandra G. Nelson); "The Closing of the American Mind" (reviewed by Jean Mahaffey); and "A Wave of Reports on Higher Education: Bright Outlook or Stormy Forecast?" (Manuel J. Justiz). (SW)

ED 293 575 JC 880 169

Hawk, Thomas R.
Quality Assessment in Action.
PUB DATE- Jun 87
NOTE- 23p.; Paper presented at the Annual Meeting of the Pennsylvania Community Colleges (June 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Planning; Community Colleges; *Educational Assessment; *Educational Quality; *Evaluation Criteria; Evaluation Methods; *Institutional Research; Outcomes of Education; Program Descriptions; *Research Methodology; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Community College of Philadelphia PA

In 1985, an ad hoc committee was appointed to conduct a comprehensive examination of the educational effectiveness of the Community College of Philadelphia (CCP). The principles governing the assessment emphasized students' educational goals; cognitive and non-cognitive outcomes; differences among subgroups within the student population; concurrent evaluations of performance indicators, programs and disciplines, and teacher effectiveness; and the use of manageable methodologies yielding timely results. Actions taken under CCP's quality assessment program include: (1) development and implementation of a set of performance indicators (i.e., enrollment, retention, academic performance, post-CCP outcomes, and efficiency measures) were developed and implemented for all disciplines; (2) creation of new goal statements for new and continuing students to aid in outcomes assessment; (3) administration of a general academic assessment test to a cross-section of CCP students; (4) assessment of student gains in self-concept; (5) reconstruction of the program and discipline audit process; (6) construction of a comprehensive retention database, including a wide range of demographic, personal background, and academic data on all entering students; and (7) conduct of current and former student surveys to assess student progress toward their educational goals. Elements fundamental to the success of CCP's assessment program have been the support from the college president, efforts to balance positive and negative findings, methodological emphases on finding causal relationships, and faculty involvement. (EJV)

ED 293 643 PS 017 300

Peters, Donald L.; And Others
Analysis of the Effects of Three Modes of Head Start Delivery. Head Start Delivery Modes Project: Final Report.
Delaware Univ., Newark. Coll. of Humman Resources.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 87
NOTE- 168p.; Many tables contain small print and may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Family School Relationship; Home Instruction; Home Programs; Home Visits; *Outcomes of Education; Parent Participation; *Preschool Education; Pretests Posttests; *Program Effectiveness; Student Development; *Teaching Methods
IDENTIFIERS- *Project Head Start

This study analyzed the critical features of three delivery modes for Head Start services in order to: (1) compare the effects of different delivery modes on the immediate outcomes for children and parents; and (2) explore the pattern of effects both within and across modes to ascertain how the process works. The first mode represented the most traditional mode of Head Start programming: a five-day per week, half-day, center-based program in which parent participation was encouraged and where home visits occurred at least three times per year. The second mode incorporated elements of center-based and home-based programming. Children participated in center-based activities two days per week and each family received one home visit each week. The third mode represented a home-based program where home visitors had responsibility for implementing all Head Start services. A total of 174 parent/child dyads participated in the study. Data were collected in two waves over two years. Four measures of learning opportunities were included, multiple sources of measurement were used to assess child outcomes, and four sources of information concerning the parents and the home were utilized in the study. Results suggest that: (1) it is easier to produce parent and home changes through program intervention than it is to produce child changes that are directly attributable to intervention; (2) child changes associated with program modality are marginal; and (3) parent and home changes that appear to be susceptible to intervention are also the best predictors of child posttest scores. Data is displayed in 29 tables, and 32 references are included. Appendixes provide the child measures, the parent measures, and a staff questionnaire for internal use. (PCB)

ED 293 672 RC 016 572

Richardson, John G.; Mustian, R. David

Preferred Methods for Delivery of Technological Information by the North Carolina Agricultural Extension Service: Opinions of Agricultural Producers Who Use Extension Information.

PUB DATE- Feb 88
NOTE- 18p.; Paper presented at the Annual Meeting of the Agricultural Communications Section, Southern Association of Agricultural Scientists (85th, New Orleans, LA, January 31-February 3, 1988). For a related document, see RC 016 568. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Farmer Education; Communications; *Delivery Systems; Demonstrations (Educational); *Extension Education; Farm Visits; *Information Transfer; Newsletters; Nonprint Media; Publications; Rural Education; Telecommunications; *User Needs (Information)
IDENTIFIERS- North Carolina; *North Carolina Agricultural Extension Service; *Technical Communication

The findings of a questionnaire survey of 702 North Carolina agricultural producers indicated that communication methods historically used by the North Carolina Agricultural Extension Service for information dissemination are accepted by state farmers and continue to be popular. Information delivery methods most frequently preferred are newsletters, meetings, farm visits (agent to farmer), telephone calls, and on-farm tests and demonstrations. Newer extension information delivery techniques such as teleconferencing, video tapes, audio cassettes, cable television, and home study courses were rated quite low. Results indicated that only slight variation existed among preferences of individual commodity groups (field crops, tobacco, peanuts, hogs, beef cattle, dairy, forestry, poultry, Christmas trees, ornamental horticulture; and fruit and vegetable horticulture). When respondents were requested to project five years into the future as to their expected preferred methods, traditional methods continued to be most popular. Implications suggest that extension should avoid moving too rapidly into newer, impersonal forms of communications to meet informational needs of its agricultural audiences. However, there was an indicated desire to receive information more directly. Thus the continuing utilization of familiar teaching methods, coupled with the introduction/inclusion of newer direct methods of information delivery, will likely be acceptable to agricultural clientele. (NEC)

ED 293 686 SE 048 927

Novak, Joseph D., Ed.

Misconceptions and Educational Strategies in Science and Mathematics. Proceedings of the International Seminar (2nd, Ithaca, New York, July 26-29, 1987). Volume III.

Cornell Univ., Ithaca, N.Y. Dept. of Education.
PUB DATE- Sep 87
NOTE- 1,158p.; For Volume I and Volume II, see SE 048 925-926.
LANGUAGE- English
EDRS Price - MF09/PC47 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Chemistry; Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; Learning Strategies; Mathematics Education; *Mathematics Instruction; *Misconceptions; *Physics; Science Education; Science Instruction; *Secondary School Mathematics; *Secondary School Science; Teaching Methods
IDENTIFIERS- *Science Education Research

This document is the last of three volumes of the proceedings of an international seminar which focused on student misconceptions in science and mathematics as well as teaching strategies intended to deal with those misconceptions. An introduction to the volume explains the format of the conference and the organization of the sessions. It stresses the attention given to constructivism by the participants, as well as some of the problems associated with defining misconceptions and alternative frameworks. The remainder of the document contains 62 of the papers presented at the seminar, arranged in alphabetical order by senior author. These papers focused mainly on physics, mathematics, and chemistry. In addition, the document contains a list of the conference participants. (TW)

ED 293 392 HE 021 058

The Student Guide: Five Federal Financial Aid Programs, '87-'88.
Department of Education, Washington, DC.
PUB DATE- 87
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Applicants; *Federal Aid; *Federal Programs; Financial Aid Applicants; *Grants; Higher Education; Loan Repayment; Postsecondary Education; Scholarships; State Federal Aid; *Student Financial Aid; *Student Loan Programs; Work Study Programs
IDENTIFIERS- Guaranteed Student Loan Program; Pell Grant Program; Perkins Loans; Supplemental Educational Opportunity Grants

Federal student aid programs for postsecondary education, and the procedures for applying for them, are described. The following topics are addressed: (1) finding out about student financial aid (sources other than this guide); (2) U. S. Department of Education student aid--general information (eligibility; financial need; forms, records and reports needed for applying; verification; transfer students; deadlines; addresses; telephone numbers; student rights and responsibilities; choosing a school carefully); (3) five U. S. Department of Education programs (Pell Grants; Supplemental Educational Opportunity Grants; college work-study; Perkins Loans; Guaranteed Student Loans, including Parent Loans for Undergraduate Students (PLUS) loans and Supplemental Loans for Students; and consolidating loans); (4) state educational agencies (sources of information on Guaranteed Student Loans, PLUS loans and Supplementary Loans for Students, and state student aid); and (5) addresses and phone numbers for U. S. Department of Education regional offices. A glossary is provided. (KM)

ED 293 418 HE 021 331

Barnett, Steve
Reframing and the Liberal Arts: Creative Decision-Making in the Global Marketplace. Working Paper/3.
Corporate Council on the Liberal Arts, New York, NY.
PUB DATE- 88
NOTE- 32p.; One in a series of policy statements on the relationship between liberal education and careers in business.
AVAILABLE FROM- Corporate Council on the Liberal Arts, Working Paper Series, 33 West 42 Street, Box 765, New York, NY 10036 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business; *Creative Thinking; *Decision Making; Educational Objectives; *Education Work Relationship; Futures (of Society); Higher Education; *Liberal Arts; Marketing; Relevance (Education)

In order to understand creative decisionmaking in the rapidly changing global marketplace, business executives must view, interpret, and analyze events with new vision. A framework for understanding old thought patterns is provided along with suggestions on ways in which the humanities and social sciences (and other liberal arts) can help the business executive with creative reframing. More and more difficult decisionmaking in nontraditional arenas is required in the global marketplace, and the background of a liberal arts education can be helpful because it includes a variety of esthetic, historical, and cross-cultural insights. A mind-set found in many business executives includes the following assumptions: a knowable reality that can be understood in terms directly applicable to product development and positioning (with economics and human needs the two primary aspects); a causal and linear model as a template for action; a predictable future; and the ability to make rational decisions and be judged on the rightness or wrongness of these decisions. There are problems with each of these assumptions because the marketplace is moving inexorably away from a single-focus mind-set. Reframing includes underlying dimensions. For business decision-makers, it suggests that reality is not absolute, that reframing is the way paradigms change, that the ability to reframe can be taught, and that creating alternate futures based on different paradigms is central to long-term planning. Models then become metaphors for one frame, not approximations of a final, knowable reality. Three corporate case studies (Colgate-Palmolive soap paste in Latin America, the Volva workplace, and Rural/Dutch/Shell economic forecasting) using the alternate mind-set are discussed. The importance of a liberal arts education is stressed. (SM)

ED 293 532 IR 013 065

Matabane, Paula
Subcultural Experience and Television Viewing.
PUB DATE- Jul 86
NOTE- 29p.; Paper presented at the International Television Studies Conference (London, England, July 10-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Analysis; Behavior Patterns; *Blacks; Cultural Influences; Factor Analysis; Females; Interviews; *Mass Media Effects; *Predictor Variables; Racial Factors; Regression (Statistics); Socioeconomic Influences; *Subcultures; Surveys; *Television Research; *Television Viewing
IDENTIFIERS- United States

This study examines two concepts--the relationship between different types of television viewing as evidence of viewer selectivity, and the structural relationships between television viewing and experiences derived from a subculture and location in the social structure. A review of the way mainstream research has characterized the viewing behavior of the black audience provides background information for the study. Data for this study were collected by a 1984 telephone survey of 161 adult Afro-Americans living in four census tracts in Washington, D.C. selected on the basis of income level and racial composition. After information had been collected, two sets of regression analyses were done on general television viewing, daily and weekly black character viewing, perceived reality of black character programs, and experience. Television viewing variables and variables measuring subcultural experience and location in the social structure were also identified. The preliminary findings are summarized in five tables: (1) relations between television viewing variables (Pearson's partial correlations were used to test for this relationship); (2) factor loadings for the perceived reality of black character programs; (3) regression models predicting television viewing; (4) regression models predicting daily and weekly black character program viewing; and (5) regression models predicting perceived reality of black character programs factors. Five figures include a path model for general viewing; a path model for black character viewing; a path model for perceived reality of black character programs; path models for all black and integrated settings; and path models for macho fantasy and urban realism settings. (27 references) (CGD)

ED 293 547 IR 052 337

Plug into PR. NJLA Public Relations Handbook.

New Jersey Library Association, Trenton.

PUB DATE- 86
NOTE- 50p.
AVAILABLE FROM- New Jersey Library Association, 116 West State Street, Trenton, NJ 08608 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Community Relations; Display Aids; Fund Raising; Guidelines; Illustrations; *Libraries; *Library Services; Outreach Programs; Production Techniques; *Publicity; *Public Relations
IDENTIFIERS- Clip Art; Printed Materials

A guide to using public relations techniques to promote both everyday services and special events at libraries, this handbook describes and suggests ways to use library displays; in-house printing; the local media, e.g., radio spots and cable television; library programs; marketing and promotion; and fundraising, including the formation of a friends of the library group. Instructions for producing posters and signs are liberally illustrated, and samples and sources of clip art are included. The handbook itself serves as an example of various ways to make public relations materials eye-catching and includes samples of different types of signs and notices. (17 references) (Author/EW)

ED 293 601 JC 880 210

Kapfer, Mark
Making the Partnership Work through a Business and Industry Center.
PUB DATE- Apr 88
NOTE- 24p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (68th, Las Vegas, NV, April 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Community Development; *Economic Development; Government School Relationship; *Job Training; Labor Force Development; Program Descriptions; *School Business Relationship; Small Businesses; Two Year Colleges
IDENTIFIERS- *Small Business Development Centers

In response to economic hardships affecting agriculture, small business, and manufacturing in Iowa, the Eastern Iowa Community College District (EICCD) initiated an economic development strategy aimed at the expansion of the employment base, diversification, assistance to existing businesses to increase their markets, and entrepreneurship. Spurred by tax-credit incentives provided by the Iowa Industrial New Jobs Training Program (IINJTP), 21 companies have already entered into job training agreements with EICCD, and nine more companies are expected to formalize agreements by May 16, 1988. The IINJTP provides companies with screening and recruitment of potential employees, pre-employment training, and on-the-job training. Other aspects of EICCD's economic development strategy include: (1) a Small Business Development Center, which offers new and existing small businesses and entrepreneurs one-on-one counseling, classes and workshops, and reference materials; (2) a formalized program to develop international trade through seminars and one-on-one consultation with international trade specialists; (3) a database of products and services of companies throughout Iowa to assist businesses in finding new markets; and (4) the Eastern Iowa Procurement Assistance Center, which helps small businesses obtain government contracts. (EJV)

ED 293 734　　　　SO 018 029

Berkowitz, Marvin W.; And Others
The Development of Sociomoral Discourse.
PUB DATE- 86
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavioral Science Research; *Cognitive Development; Cognitive Measurement; Cognitive Processes; *Cognitive Psychology; Communication Research; Data Interpretation; Discourse Analysis; *Social Psychology

Over the past two decades, theorists and researchers in cognitive structural developmental psychology have begun to investigate the social processes that impact upon individual cognitive growth. Studies have focused on how interactional processes lead to cognitive development but not on how the interactional processes are formed. This paper presents: (1) a history of the literature on sociomoral discussion analysis; (2) a review of the studies in this field, including results from a cross-sectional, cross-cultural study; and (3) a preliminary model for the development of sociomoral discussion. This document suggests that educational goals include giving teachers and parents information about developmental transformations in children's communicative competencies and supporting interventional training for children. Six tables and two figures are appended, followed by a 50-item bibliography.

ED 293 349 FL 017 325

O'Neill, Vincent
Training the Multi-Cultural Manager.
PUB DATE- May 87
NOTE- 22p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Communication; *Cross Cultural Training; *Cultural Education; *English for Special Purposes; Foreign Countries; Higher Education; *Intercultural Communication; *Management Development; North Americans; Program Descriptions; Role Playing; Second Language Instruction; Workshops
IDENTIFIERS- *West Germany

A West German electronics corporation designed a workshop to provide managers with fast access to the American culture through the cues provided in American language. The aim was to promote more effective communication with American business partners through sensitization to American communication styles, their principal modes of expression, their origins in value patterns, and how they operate as communication cues. Two basic instructional methods are used, dependent on the linguistic skills of the group. The first begins with examination of central "moves" or linguistic elements in the overall communication strategy ("anchor gambits") and progresses to study of alternative ways to communicate the same thing, the role of intonation, emphasis, intended message in coded form, body language, and finally, synthesis of elements for one communication style such as small talk, presentations, or negotiation. The second method takes the process in reverse, beginning with the communication style and working back to the anchor gambits. Planned pedagogical strategies were developed for each method. Twenty main American values are studied. American trainers, Americans with little experience with German or Germans, and German managers participate in the workshop's intercultural interactions, which occur in the form of role-playing. (MSE)

ED 293 504 IR 013 026

Cumberbatch, Guy; And Others

Television News and the Miners' Strike.

PUB DATE- Jul 86
NOTE- 39p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Analysis; *Content Analysis; Foreign Countries; Hypothesis Testing; Mass Media Effects; *News Reporting; *Public Opinion; *Strikes; Surveys; Television Research
IDENTIFIERS- *Great Britain

A content analysis was performed on all of the BBC (British Broadcasting Corporation) Nine O'Clock News and ITV (Independent Television) News at Ten programs that were broadcast during Britain's year-long miners' strike--March 1984-March 1985--and a four-month sample of Channel 4 news to examine how television news covered a protracted story of industrial relations gone wrong. Three surveys were also conducted to ask the public their opinions on various aspects of the strike and its coverage by television news. These data were then analyzed to test hypotheses about balance, agenda setting, audience perception of the issues, adequacy of the coverage, and other research questions. Patterns that emerged from the data analyses led to the following conclusions: (1) the news emphasized the conduct of the strike rather than the causes of the dispute; (2) concerns that the media set the agenda for public perceptions of issues are not supported by the data; (3) there was little consensus on what issues had been underplayed on television news; (4) results of content analysis and the public opinion surveys support the notion that balance was usually achieved; (5) the review of current affairs and documentaries shows that deficiencies in the news were compensated for by other programs; and (6) bias is as much a characteristic of the viewer as an inherent feature of the news. The long-term consequences of the strike were identified by actors and commentators alike as being entirely negative, and their view was shared by the general public. (CGD)

ED 293 518 IR 013 042

Hillier, Jim

Cagney and Lacey: Negotiating the Controversial in Popular Television.

PUB DATE- Jul 86
NOTE- 30p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Commercial Television; Conflict; *Content Analysis; *Females; *Feminism; Individual Differences; *Police; *Programing (Broadcast); *Social Problems; Television Research
IDENTIFIERS- *United States

This paper discusses some of the ways in which the commitment of the television series Cagney and Lacey to the examination of often controversial social issues from liberal or progressive standpoints--especially issues associated with the women's movement--is worked through in narrative practice. The origins and development of the series are described, as well as its position in a long line of television crime/detective stories and the character portrayals of the two women detectives. Several of the episodes are then reviewed to analyze ways in which Cagney and Lacey negotiate controversies such as ethnic disadvantage, the vulnerability of illegal immigrants, class differences, latchkey children, and various feminist issues, including abortion. It is concluded that the series must be regarded as progressive in that it succeeds in

promoting openness and awareness of socially controversial situations with considerable explicit commitment to its positions, but not as radically feminist or radical in any other way. (21 end notes) (Author/CGD)

ED 293 562 IR 052 355

Lancaster, F. W., Ed.
What Is User Friendly? Papers presented at the Clinic on Library Applications of Data Processing (23rd, Urbana, Illinois, April 20-22, 1986).
Illinois Univ., Urbana. Graduate School of Library and Information Science.
REPORT NO.- ISBN-0-87845-072-6
PUB DATE- 87
NOTE- 128p.; For papers presented at the 1985 conference, see ED 279 333.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Computer System Design; Higher Education; *Information Retrieval; *Information Seeking; *Library Automation; Library Catalogs; Library Research; Man Machine Systems; *Online Catalogs; Public Libraries; Systems Development; Users (Information); *User Satisfaction (Information)
IDENTIFIERS- *User Cordial Interface

The papers in this proceedings consider ways in which user friendly interface design may be used to make online systems in public and academic libraries easier to use, and thus more attractive to potential users. A short introduction by F. W. Lancaster is followed by nine papers: (1) "Linking the Unlinkable" (Michael Gorman); (2) "Aristotle Meets Plato in the Library Catalog: Part 1" (Ward Shaw); (3) "Aristotle Meets Plato in the Library Catalog: Part 2" (Ken Dowlin); (4) "Toward a Definition of User

Friendliness: A Psychological Perspective" (Christine L. Borgman); (4) "Is 'User Friendly' Really Possible in Library Automation?" (Dale K. Carrison); (5) "User Interfaces for Online Library Catalogs" (Emily Gallup Fayen); (6) "Taming the Unfriendly System: Microcomputers as Patron Terminals to Access an Online Catalog" (Gary A. Golden); (7) "Natural Language User Interfaces in Information Retrieval" (Tamas E. Doszkocs); (8) "Design Issues in Automatic Translation for Online Information Retrieval Systems" (David E. Toliver); and (9) "User Friendly Future: Applications of New Information Technology" (Linda C. Smith). Seven of the papers include bibliographic references. (EW)

ED 293 588   JC 880 195

Cohen, Arthur M.
Trends and Issues in Community Colleges, 1988: Minority Student Transfer.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 88
NOTE- 27p.
CONTRACT- RI-88-062002
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Transfer Students; Community Colleges; Dropout Prevention; Dropouts; *Educational Trends; *Enrollment Trends; Higher Education; *Intercollegiate Cooperation; *Minority Groups; Student Educational Objectives; *Transfer Policy; Two Year Colleges; Two Year College Students

When compared with university freshmen, students beginning their collegiate studies at community colleges are less likely to attain a baccalaureate degree. After equating for differences in students' entering abilities, socioeconomic background, employment status, on-campus residence, and pattern of attendance, however, this discrepancy narrows. Because minority students are over-represented in two-year college enrollments, any differential in progress is magnified for them. Reasons for the difference in baccalaureate attainment are difficult to ascertain because of the paucity of consistent information about student aspirations and progress. While there are no reliable national data sets concerning transfer rates and student outcomes, statewide data show that well-articulated community college and public university systems lead to significant proportions of university enrollments provided by community college transfers. Though information on college effects on the transfer rate is scanty, studies suggest that the community college environment could be made more conducive to student progress if college policies were modified to encourage students to attend full time, obtain on-campus employment, and become more involved with the college. State policies and interinstitutional agreements regarding curriculum, academic support services, and financial aid also have an impact on transfer rates, and could be modified to benefit all community college matriculants. A 25-item bibliography is included. (EJV)

ED 293 629 PS 017 252

Simkin, Linda; And Others
Child and Adolescent Health Profile: New York State 1985.
New York State Council on Children and Families, New York.; New York State Dept. of Health, Albany.; Welfare Research, Inc., Albany, N.Y.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Jan 88
NOTE- 251p.
GRANT- MCJ-363753
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Birth; Child Abuse; Child Neglect; Children; Death; Definitions; Demography; Disabilities; Diseases; *Health Services; Infants; Injuries; Participation; Pregnancy; Profiles; Socioeconomic Status; Tables (Data)
IDENTIFIERS- Access to Health Care; *Child Health; *New York

This profile of child and adolescent health, which was designed for policymakers and program planners, contains over 40 indicators grouped into 10 categories: (1) population characteristics; (2) socioeconomic status; (3) program participation; (4) health care access; (5) pregnancies, births and infant health; (6) adolescent health; (7) morbidity; (8) children with special needs; (9) injury, abuse and maltreatment; and (10) mortality. Most of these indicators are introduced with a narrative that contains a definition of the indicator, an explanation of its significance for health, and important relationships between the indicator and other factors, such as race and ethnicity, age, and poverty. In some cases, the source of the data is described and, when necessary, limitations of data are noted. The U.S. Public Health Service 1990 objectives for the nation, and New York's status vis-a-vis these objectives, are also presented for selected indicators. Additional key information, such as national data, trends, research findings, or highlights from the tables, is provided at the end of the narratives. Some of the state-level data are displayed in graphs, but data for most of the indicators are displayed in tables at three levels: for the state as a whole; for both New York City and the rest of the state; and for individual counties. Most of the tables present both numbers and rates. Technical notes at the end of the report provide further explanations, definitions, and other information. (RH)

ED 293 658 PS 017 318

Spodek, Bernard; Saracho, Olivia N.
Early Childhood Curriculum Construction and Classroom Practice.
PUB DATE- Apr 88
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Curriculum Design; Curriculum Development; *Early Childhood Education; *Educational Objectives; *Educational Theories; Ethnic Groups; Foreign Countries; *Social Influences; Teacher Influence
IDENTIFIERS- China; Curriculum Implementation

While construction of early childhood education curricula requires the use of educational and developmental theories, significant differences between the two domains exist. Whereas educational theories are particularistic and maximalist, developmental theories are universalist and minimalist. Developmental theory views change in individuals as being a result of multiple influences, while educational theory looks essentially on the influence of practice on individuals. One type of theory can inform the other, but one cannot be derived from the other. Knowledge of child development can help educators understand what young children are capable of knowing, how children come to know what they know, and how they know that what they know is true. But what young children need to know is not solely determined by what certain children are capable of knowing; it is also determined by what society thinks it is important for children to know. Goals of early childhood education, which are largely unstated, should be made explicit. Efforts to make these goals explicit will be helped by analysis of early childhood education programs that result from traditions different from the American mainstream. Teachers' theories of appropriate practices influence ways in which curricula are implemented. (RH)

ED 293 687 SE 048 965

Braus, Judy, Ed.; And Others
NatureScope Incredible Insects Discovery Pac. Science, Language Arts, Social Studies.
National Wildlife Federation, Washington, D. C.
PUB DATE- Jan 88
NOTE- 59p.; Drawings, colored photographs, and charts may not reproduce well.
AVAILABLE FROM- National Wildlife Federation, 8925 Leesburg Pike, Vienna, VA 22184-0001 ($10.95).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ecology; Elementary Education; *Elementary School Science; *Entomology; Environmental Education; *Experiential Learning; Language Arts; Process Education; *Science Activities; Science Education; *Science Instruction; *Social Studies
IDENTIFIERS- Environmental Education Programs; *Insects

This packet is designed to supplement the teaching about insects at the elementary school level. It includes: (1) a set of 15 full-color insect photo cards; (2) a collection of ready-to-copy stories from the magazine "Ranger Rick"; and (3) a variety of activities that relate to the stories and photo cards and emphasize science, language arts, and social studies skills. The activities focus on both skills and content, with teaching objectives listed for each. The skills and objectives are highlighted in the left-hand margin, along with the materials needed for each activity, the subject areas covered, and the recommended age group. The stories, photo cards, and activities in this packet also have some references to portions of the "Incredible Insects" volume of the periodical "NatureScope." Also included are reproducible worksheets and handouts. (TW)

ED 293 702 SE 049 051

Brown, Judith; And Others
Astra's Magic Math. Teacher's Manual, Manipulatives, and Student Worksheets.
PUB DATE- 82
NOTE- 406p.
AVAILABLE FROM- Astra's Magic Math, P.O. Box 2024A, San Mateo, CA 94401 ($75.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Concept Formation; Elementary Education; *Elementary School Mathematics; *Manipulative Materials; *Mathematical Concepts; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; Motivation; *Number Concepts
Astra's Magic Math is a beginning multi-sensory program that attempts to teach basic math skills through 22 sequentially developed self-contained units designed to combine manipulation, writing, and language activities. The units are first introduced to the large group to stimulate interest and develop concepts through oral language. Children then work independently as they experiment with concepts through manipulation of objects and completion of worksheets. Motivation is stimulated through the use of "Astra," a friendly character from outer space. Astra's Magic Math includes a calculator and a computer unit for classrooms with the appropriate high technology hardware. A lesson lasts about 20-30 minutes every day and materials are provided for a 1-year program. Lessons can be used for large-group instruction, small-group enrichment, or in an individualized program. The first part of a lesson unit consists of a class discussion during which the teacher presents manipulatives. The teacher then works individually with students who need reinforcement or enrighment with their worksheets. One homework worksheet per unit is provided, and parental involvement is encouraged. (TW)

ED 293 364 FL 017 341

Westerfield, Kay
Receptive/Productive Skill Development Using Case Studies and a Video Method.
PUB DATE- May 87
NOTE- 16p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; *Case Studies; Classroom Techniques; *English for Special Purposes; Feedback; Graduate Study; Higher Education; Language Fluency; Oral Language; Second Language Instruction; Small Group Instruction; Videotape Recordings; Written Language

A course in English for business administration using the case study method is described. The course is designed for graduate students and makes use of a common technique for analyzing and solving business problems. The approach is aimed at improving both oral and writing skills in English through small group discussion and written analysis. A central part of the course is the practice of videotaping discussions for feedback to improve fluency. The selection of case types for effective learning is discussed. It is proposed that the approach could be adapted easily for teaching academic or general English as a second language. (MSE)

ED 293 433 HE 021 346

Chambers, Steve
Recent Trends in Campus Institutional Research for the System Central Office: A Study of Western State Universities. AIR 1987 Annual Forum Paper.
PUB DATE- May 87
NOTE- 22p.; Paper presented at the Annual Forum of the Association of Institutional Research (27th, Kansas City, MO, May 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Information Utilization; *Institutional Research; School Surveys; *State Boards of Education; *State Universities; *Users (Information); *Use Studies
IDENTIFIERS- *AIR Forum; United States (West)

The current level of interaction between campus institutional research components and the central office within western public higher education systems was investigated. Findings are based on a survey of institutional research officers representing 12 systems and 21 institutions. General trends are addressed through comparison of the institutional research office's general responsibilities to activities conducted for the central office. A comparison is made of the level of this activity to total office time devoted to completing all internal and external information requests. The results also describe and quantify the participation of the institutional research office in the development of systemwide reports and the capacity of the central office to undertake its research. It was found that most of the 21 western state system university institutional offices spend about one-sixth of their information request time completing work for the central office. However, for any particular office the level of this activity varied greatly. Information requests, on the average, consumed two-thirds of the institutional research office's time, and 44% of this time was given to internal requests, and 22% for external parties. 11 references. (Author/SW)

ED 293 448 HE 021 361

Schwabe, Robert A.
Generating and Monitoring Faculty Allocations to Departments by Robust Regression Techniques. AIR 1987 Annual Forum Paper.

PUB DATE- May 87
NOTE- 24p.; Paper presented at the Annual Forum of the Association of Institutional Research (27th, Kansas City, MO, May 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Computer Oriented Programs; *Departments; Higher Education; Institutional Research; *Regression (Statistics); *Resource Allocation; *Teacher Student Ratio
IDENTIFIERS- *AIR Forum

The use of a robust statistical technique to implement a decentralized faculty allocation procedure at a medium size public university is discussed. The least median of squares (LMS), a regression technique introduced by Rousseeuw, was used instead of the usual least sum of squares, or least squares. The LMS technique was used to assist in the choice of a student-faculty ratio (SFR) for each discipline and consequently for each department. These ratios will promote a decentralized approach to the allocation of faculty on the campus. The approach requires that each of the five schools within the university accept a target full-time equivalency of students for the next school year and maintain an agreed upon SFR. Historical SFRs beginning with fall 1978 and ending with spring 1986 were computed for each discipline. Time series of at most 24 values were then analyzed by the LMS methodology as implemented in the computer program PROGRESS. While school and departmental managers may use the LMS technique to assess changes in SFRs over time by discipline, they understand that centralized monitoring will occur particularly as new allocations are made for a subsequent year. 14 references. (SW)

ED 293 380 HE 020 049

McClain, Charles J.
Quality, Assessment, and Accountability in Undergraduate Education. AAHE Assessment Forum Paper. The Value Added Program: Assessing Undergraduate Education.
Northeast Missouri State Univ., Kirksville.
SPONS. AGENCY- National Governors' Association, Washington, D.C.
PUB DATE- Dec 85
NOTE- 52p.; Paper presented at a hearing of the National Governors Association Task Force on College Quality (St. Louis, MO, December 16-17, 1985). Paper collected as part of the American Association for Higher Education Assessment Forum.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; College Programs; College Students; *Educational Assessment; Educational Improvement; *Educational Quality; Educational Testing; *Formative Evaluation; Higher Education; Norm Referenced Tests; State Colleges; Student Attitudes; Teacher Attitudes; *Testing Programs
IDENTIFIERS- *AAHE Assessment Forum; *Northeast Missouri State University

The Value Added Program for assessing undergraduate education at Northeast Missouri State University is described. The program is in its 12th year and has as its driving force a comprehensive student data base that includes measures of individual student performance at the entering freshman level and at the end of the sophomore year, as well as performance on a senior exam in the major field of study. In addition, student surveys are conducted concerning the college environment and the perceived quality of academic and support services. Alumni are also surveyed. Nationally normed tests are used as the performance measures. The purpose of the data-gathering is to improve instruction in that the data collected provides useful information to faculty and students. Faculty use tests as a basis for course and program review. The assessment process permeates the institution and facilitates instructional and administrative improvements. Twenty-nine pages of exhibits and tables summarize the university's approach, changes in test results, budget, outcomes, and quotations about the program from leading individuals and publications in education. 10 references. (KM)

ED 293 405   HE 021 195

Adey, David, Comp.; And Others
Distance Education in Southern Africa Conference, 1987. Papers 6: Systems and Strategies in Distance Education.
South Africa Univ., Pretoria.
PUB DATE- May 87
NOTE- 228p.; Papers presented at the "Distance Education in Southern Africa: Preparing for the 21st Century" Conference (Pretoria, South Africa, May 18-21, 1987). For other volumes from this conference, see HE 021 188-197.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- African Languages; Afrikaans; Astronomy; Bachelors Degrees; Business Administration Education; Chemistry; *Distance Education; Economic Factors; Foreign Countries; Music Education; Nontraditional Education; Postsecondary Education; Science Instruction; Second Language Learning; Social Sciences; Theological Education
IDENTIFIERS- *Africa (South); Open University (Israel); *University of South Africa

Eighteen papers from the University of South Africa's Conference on Distance Education are presented. They include: "Effective Second Language Reading in a Cross-Cultural Society" (Irma Zaslansky); "A BA Degree in Social Sciences at the Israel Open University" (Ruth Beyth-Marom); "Establishing a Theological Education by Extension Programme in Southern Africa: An Evaluation of the First Ten Years" (Kate Hughes); "Aural and Oral" (Peter Haffter); "Music Education Through UNISA--Past, Present and Future" (Douglas Reid); "Visual Media and Art History" (Rayda Becker); "Tutoring for the Open University" (S.G. Kossick); "Practical English: A Strategy for the Future" (Barrie Goedhals); "Special Language Communication" (P.H. Swanepoel); "Teaching Afrikaans to UNISA Students" (Anna-Mart Schwerdtfeger); "How Did Distance Education in Music Become a Success at UNISA?" (Bernard S. van der Linde); "Distance Teaching within the Department of African Languages" (J.W. Snyman); "Participant or Student: The School of Business Leadership Experience" (J.W. Grobbelaar); "Economics in the Distance-Teaching Situation: Problems and Approaches" (Philip Mohr); "Post Graduate Studies in Law through Distance Teaching: The UNISA Approach" (Pierre E.J. Brooks); "Distance Education in Astronomy--A Challenge" (W.F. Wargau); "Chemistry, Its Practical Component and Distance Education" (G. McGillivray); and "Practical Theology and Distance Tuition" (Jacques P.J. Theron). (LB)

ED 293 462   HE 021 376

Public Policy Agenda, 1988.
American Association of State Colleges and Universities, Washington, D.C.
PUB DATE- Feb 88
NOTE- 7p.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *College Instruction; Educational Opportunities; Faculty Development; Federal Aid; Governance; *Higher Education; Institutional Autonomy; International Education; *International Educational Exchange; Position Papers; *Public Policy; Public Service; Research; *Student Financial Aid; Teacher Education
IDENTIFIERS- American Association of State Colleges and Univs

A policy statement of the American Association of State Colleges and Universities (AASCU) concerning public policy for 1988 is presented. At the federal level, AASCU's public policy agenda encompasses three themes: access and opportunity; teaching, research, service, and professional development; and international understanding. At the state level, AASCU institutions are concerned about financial resources, program opportunities, and governance. Specific concerns are as follows: increased funding for federal student assistance programs, with Pell grants funded at a $2,500 maximum grant level; restoration of the balance between federal grant and loan resources; funding to help states and colleges to improve the preparation of teachers and to expand teaching opportunities, particularly for minority students; funding to encourage school systems and higher education to solve problems of program articulation and teacher preparation; increased funding for foreign language and area studies under Title VI of the Higher Education Act; support for low levels of tuition at public colleges; support for access to continuing education programs in all regions; and promotion of institutional and system autonomy. (SW)

ED 293 476 HE 021 392

Public Accountancy Handbook.

New York State Education Dept., Albany. Office of the Professions.

REPORT NO.- NYS-PLS-HB-07
PUB DATE- Nov 87
NOTE- 95p.
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Certification; *Certified Public Accountants; College Programs; *Credentials; Higher Education; Records (Forms; State Agencies; State Boards of Education; State Legislation; *State Licensing Boards; *State Standards

A reference guide to laws, rules, and regulations that govern public accountancy practice in New York State is presented. In addition to identifying licensing requirements/procedures for certified public accountants, general provisions of Title VIII of the Education Law are covered, along with state management, professional misconduct, and unauthorized acts. Regulations of the Commissioner of Education are also provided, along with an application form for license and first registration, a certification form of professional education, a certification form of licensure, and a personal affidavit of professional practice. Rules of the New York Board of Regents on unprofessional conduct are also presented, including general provisions for all professions. A list of accountancy programs that qualify for licensure and are registered by the New York State Education Department is presented, with information on the degree awarded and address of the college/university. (SW)

ED 293 490 IR 013 012

Boddy, William
Operation "Frontal Lobe" versus the "Living Room Toy": The Battle over Program Control in Early Television.
PUB DATE- Jul 86
NOTE- 16p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Role; *Broadcast Industry; *Commercial Television; Federal Regulation; History; *Networks; *Programing (Broadcast); Radio; *Technological Advancement; Television Research

IDENTIFIERS- Corporate History; Corporate Politics; *National Broadcasting Company

The development of the television industry in the United States as it emerged in the 1950s is mirrored by tracing the policies and actions of NBC (the National Broadcasting Company) during this period. As the leading radio network and as a subsidiary of RCA (the Radio Corporation of America), NBC was in a uniquely powerful position to direct the structure of the new television industry, which by the mid-1950s was unlike network radio. In the latter, sponsored programs were produced or licensed to a specific sponsor or its advertising agency and the network brokered the time of its affiliates to the sponsor. In television this sponsor or agency role was taken over by the networks, which licensed programs themselves and relegated the advertiser to shared or participating sponsorship forms. While changes in institutional structures in commercial broadcasting were sometimes accomplished by battles, the victory of the networks by the mid-1950s largely defined the network relations with sponsors, advertising agencies, program producers, affiliates, and federal regulators which still largely obtain today. The shifting production and licensing roles were embedded in larger controversies over program scheduling, production formats, and dramatic forms in early television, and uncertainty and bitter strife existed within the industry. The rise and fall of television's celebrated "Golden Age," which was doomed by major changes in programming philosophy and formats in the late 1950s, was also a part of this process of network ascendancy in early television. (CGD)

ED 293 548 IR 052 338

Information Systems for Government and Business: Challenges and Opportunities. Report and Summary of Proceedings of the Kawasaki International Seminar on the Information Systems Challenge for Government and Business (2nd, Kawasaki City, Japan, July 21-24, 1987). UNCRD Meeting Report Series, No. 23.

United Nations Centre for Regional Development, Nagoya (Japan).

PUB DATE- Sep 87
NOTE- 125p.
AVAILABLE FROM- United Nations Center for Regional Development, Nagono 1-47-1, Nakamura-ku, Nagoya 450, Japan ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Competition; Developed Nations; Developing Nations; Foreign Countries; *Information Networks; *Information Systems; *Information Technology; *Planning; *Training
IDENTIFIERS- Information Management; *Private Sector; *Public Sector

This report summarizes the presentations and discussions at an international seminar designed to provide an opportunity for the exchange of ideas about maximizing the use of information technology as a strategic weapon for achieving organizational changes and goals, and for achieving a competitive advantage. Among these presentations were the papers and case studies commissioned under the United Nations Centre for Regional Development (UNCRD) Research Project on the Evaluation of Information Systems Projects and Training Programmes in Computer-Assisted Regional Planning. A number of issues and problems relevant to information management were identified at the seminar, including user participation in information systems design; the human dimension of information technology; training of staff at all organizational levels; and organizational issues. The major problems discussed included how information technology can best be used to establish competitive advantage and improve the quality of life; how such technology can be established through a hierarchy of communications networks and how the social infrastructure can be provided; how to provide the technical and organizational expertise needed to operate the software and to organize its use in a variety of contexts; how to generate cost effective solutions in the introduction of information technology; and how to closely monitor the changes in the transition to an information society. The text is supplemented by various diagrams and tables, and four appendices contain lists of papers presented, participants, and the drafting committee members, and an aide-memoir for the seminar. (Author/EW)

ED 293 576 JC 880 173

Fernandez, Georgina
Pretest-Posttest Evaluation of Course Integrated Library Instruction in a Community College: A Critique of an Experiment.
Clinton Community Coll., Plattsburgh, NY.
PUB DATE- 85
NOTE- 121p.
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Achievement Gains; Community Colleges; Course Evaluation; English Instruction; Instructional Effectiveness; *Instructional Material Evaluation; *Library Instruction; Library Skills; Participant Satisfaction; Pretests Posttests; Questionnaires; Reading Skills; *Student Attitudes; Student Reaction; Teacher Attitudes; Test Theory; Two Year Colleges

In spring 1984, six English instructors at Clinton Community College (CCC), in New York State, were asked to incorporate an instructional unit on library skills into their freshman English classes. To assess the overall effectiveness of the unit, a study was conducted comparing the course grades and test scores of the students who received library instruction to the performance of students who did not. The initial sample for the study include 129 students from 9 freshman English sections, though pre- and post-test data were available for only 90 students. The experimental group (N=66) received 6 hours of library-use instruction, while the students in the control group (N=63) were informed that they would receive a 1-hour library orientation at a later date. Though the students who received instruction obtained a significantly higher mean score on the library skills post-test than the control group, the post-test scores of the experimental group were not academically acceptable, especially when these results were compared to students' English final exam scores. Two problems encountered in the study were the experimental students' negative attitudes toward the extra work expected of them and the lack of support for the project from instructors. Instructional materials, the pre-/post-test, a student survey instrument, and a discussion of a 1982 effort to incorporate library instruction into the English course are included in the report. (EJV)

ED 293 615 JC 880 232

Summers, Phillip M.; Budig, Jeanne E.
Residence Hall Systems at Community and Junior Colleges.
PUB DATE- Apr 88

NOTE- 19p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (68th, Las Vegas, NV, April 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ancillary School Services; *College Housing; Community Colleges; *Dormitories; National Surveys; Private Colleges; Public Colleges; Questionnaires; *School Policy; *Space Utilization; Two Year Colleges

A national survey of two-year colleges with residence hall programs was conducted to determine the size and scope of the programs; the availability of specialized housing; programs and services available within the housing system; the existence of policies on room assignments, fire and safety, damage and vandalism, security, discipline, room searches, drug/alcohol use, etc.; priorities and concerns unique to two-year college residence programs; and plans and anticipated challenges. Questionnaires were sent to the Chief Executive Officers of the 244 institutions with current residence hall systems. Study findings, based on responses from 77 public and 27 private two-year colleges (a 46.7% response rate) included the following: (1) most public institutions with residence halls were found in the South and in states with relatively low population concentration per square mile; (2) the housing systems tended to be small, with 80% of the colleges having less than 500 beds; (3) 92.2% of the housing systems did their own maintenance/custodial services in-house, but only 41% utilized in-house food services; (4) co-ed housing was available on 39 campuses; (5) 38 colleges had special housing for athletes, 17 for married students, 12 for international students, and 4 had institutionally sponsored sororities and fraternities; (6) 70 campuses had conference housing during the summer; (7) study lounges were available in 72 housing facilities, 36 had tutoring available, 17 had computer terminals, and 2 offered credit classes within the facility; and (8) alcohol and drug use, eating disorders, and wellness or fitness programs emerged as major concerns. A list of colleges willing to share residence hall policy statements is included. (EJV)

ED 293 719 SE 049 103

Somers, Lee H.

Oceanography for Divers: Hazardous Marine Life. Diver Education Series.

Michigan Univ., Ann Arbor. Michigan Sea Grant Coll. Program.

SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
REPORT NO.- MICHU-SG-86-510
PUB DATE- 88
NOTE- 40p.; For related documents, see SE 049 104-105.
GRANT- NA85AA-D-SG045
AVAILABLE FROM- Michigan Sea Grant Publications, 2200 Bonisteel Blvd., Ann Arbor, MI 48109-2099 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Animals; *Aquatic Sports; *College Science; Earth Science; Higher Education; Marine Education; *Oceanography; Pollution; *Recreational Activities; Science Education; Swimming; *Underwater Diving; Zoology
IDENTIFIERS- *Informal Education

Most people find that the life of the marine environment is beautiful and fascinating. Of the thousands of marine animals and plants, relatively few constitute a real hazard to the diver. Although some species are dangerous and may, in some instances, inflict serious wounds, with a few exceptions marine animals are not aggressive. Most knowledgeable divers feel that it is through the diver's own carelessness that injury results. It is advisable that they be able to recognize animals that are capable of inflicting damage, know how to avoid injury, and be able to administer proper first aid in event of injury inflicted by marine organisms. This discussion characterizes the major groups of marine animals that are known hazards to divers. No attempt has been made to discuss individual species in detail. Geographically, the discussion concentrates on the tropical waters of Florida, the Caribbean, and the Bahamas; however, reference has also been made to animals of the western coast of the United States and the South Seas (including Australia's Great Barrier Reef). Also included are discussions of marine and freshwater plants and diving in polluted waters. (CW)

ED 293 735 SO 018 284

Altmann, Antonin, Ed.
Didactics of Geography: Selected Bibliography for 1984. Information Bulletin.
Charles Univ., Prague (Czechoslovakia). Central Library.
PUB DATE- 86

NOTE- 311p.; For earlier bibliographies, see ED 250 217 and ED 278 574. Annotations are written by Antonin Altmann and Ludmila Rosicka.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Books (010) Reference Materials - Bibliographies (131) Translations (170)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; *Geographic Concepts; *Geography; *Geography Instruction; Instructional Materials; Resource Materials; *Social Studies
IDENTIFIERS- *Didactic Teaching

This selected and annotated bibliography, compiled at the Central Library of the Charles University, Prague, Czechoslovakia, contains citations of 425 documents that can be used for teaching geography. Annotations of articles that originally appeared in English language journals have been deleted from this translated version. Each entry contains key words, and annotations which are presented under topical headings that include: (1) the history of geography instruction; (2) contemporary geography instruction; (3) educational and teaching objectives; (4) the relationship of geography as a discipline to geography instruction; (5) geography teaching processes; (6) the content of geography instruction; (7) didactical principles in geography instruction; (8) geography instruction methods; (9) geography instruction media; (10) organizational forms of geography instruction; (11) planning geography instruction; (12) outcomes of geography instruction; (13) the geography teacher; and (14) articles about geography that are suitable for classroom instructional use. (JHP)

ED 293 393 HE 021 059

Need a Lift? Educational Opportunities, Careers, Loans, Scholarships, Employment. 37th Edition.

American Legion, Indianapolis, IN. Americanism and Children's Youth Div.

PUB DATE- 88

NOTE- 149p.; Document contains small print.

AVAILABLE FROM- The American Legion, National Emblem Sales, P.O. Box 1050, Indianapolis, IN 46206 ($1.00 prepaid; 100 or more, $.75 each).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Career Planning; College Applicants; College Preparation; Cooperative Education; *Federal Aid; Federal Programs; Financial Aid Applicants; Grants; Higher Education; Postsecondary Education; *Scholarships; State Aid; State Federal Aid; Student Employment; *Student Financial Aid; *Student Loan Programs; Veterans; Work Study Programs

IDENTIFIERS- American Legion; G I Bill; Guaranteed Student Loan Program

This handbook of sources of financial aid for postsecondary education provides information on the following topics: (1) introduction (general information for the student, planning for the future, and a "do list" for parents and students); (2) American Legion educational aids (a detailed table of data on financial assistance offered by departments of the American Legion and the American Legion auxiliary); (3) sources of educational assistance for veterans and their dependents (military service professional scholarships and academies guide, appointments to the military academies and scholarships, educational opportunities offered in the military service, Vietnam GI. Bill, survivors' and dependents' education, new GI. Bill, and prior and active service in relation to veterans and dependents); (4) sources of scholarships and other forms of financial aid available to all students (federal programs, assistance for undergraduates only, assistance for undergraduates and graduates, and assistance for graduates only); (5) state educational benefits (including benefits for veterans and dependents); (6) other private and state sources of loans (including the Guaranteed Student Loan Program and state scholarship programs); (7) student employment and cooperative education programs; (8) sources of career information; and (9) sources of additional helpful information for students, parents and counselors. An alphabetical listing of scholarships, grants and loans listed in the third, fourth and fifth sections of the book is also provided. (KM)

ED 293 519 IR 013 043

Hayward, Susan

French Television News: Practices of Encoding and Theories of Trivialisation.

PUB DATE- Jul 86
NOTE- 31p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Analysis; *Encoding (Psychology); Foreign Countries; *Government Role; Interviews; *News Reporting; *Programing (Broadcast); Television Research; Theories
IDENTIFIERS- *France; State Control; *Trivialization

This study examines one aspect of the television medium--television news and its encoding practices--that was expected to be affected by changes instituted when socialists took office in France in 1981. It is noted that this government's legal reform advocated a more decentralized system of governance and a liberalization of the state monopoly on television broadcasting. A comparison is made of the respective encoding practices of two French television channels, and the issue of trivialization is addressed as a more complex affair than mere packaging and presentation, i.e., one that assists in the passing of a fairly constant institutional message. The research methodology involved recording and analyzing a week of simultaneous materials offered by the two channels on their 8 pm news programs. The results of the analyses showed that: (1) the dominant ideology is present in and represented by both channels; (2) often identical myths are erected; (3) where initially there appears to be a choice in terms of message, ultimately there is not; and (4) the absence of investigative journalism means inevitably that there is only a series of reflections that are institutionally bound. It is concluded that news information remains, as before 1981, the prerogative of the state, and that there is little reason to expect this sovereignty to be relinquished. (3 end notes) (CGD)

ED 293 533 IR 013 066

Morley, David
Family Television: Cultural Power and Domestic Leisure.

PUB DATE- Jul 86
NOTE- 33p.; Paper presented at the International Television Studies Conference (London, England, July 10-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiences; Cultural Influences; *Family (Sociological Unit); Foreign Countries; Interviews; *Leisure Time; *Mass Media Effects; News Media; *Sex; Social Influences; Television Research; *Television Viewing; *Use Studies; Videotape Recorders
IDENTIFIERS- *United Kingdom

Based on a pilot research project conducted in the Spring of 1985, this report on an investigation of the use of television within different families, and how television material is interpreted by its audiences, begins by discussing the project's central thesis, i.e., that the changing patterns of television viewing can only be understood in the overall context of family leisure activity. Eighteen sets of parents, drawn from the Greater London area, were interviewed in their own homes in one-to-two-hour, tape-recorded interviews which included a discussion session with two or more dependent children up to the age of 18. The issues examined included: (1) increasingly varied uses of the household television set(s); (2) patterns of differential 'commitment' and response to particular types of programming; (3) the dynamics of television within the family; and (4) the relationship between television watching and other dimensions of family life. Identified as the one structural principle working across all the families, gender is discussed in terms of eight recurring themes that arose consistently in the interviews. In conclusion it is noted that the research project offers a picture of the intermeshing of television viewing and domesticity primarily in only one socio-cultural context, that of the working class/lower middle class white nuclear family in an urban setting. A table showing sample details from the study is appended. (3 end notes) (CGD)

ED 293 602 JC 880 211

Strengthening Transfer and Articulation Policies and Practices in California's Colleges and Universities. Progress since 1985 and Suggestions for the Future. Commission Report 87-41.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Nov 87
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Articulation (Education); College School Cooperation; Community Colleges; Higher Education; *Intercollegiate Cooperation; Policy Formation; State Boards of Education; State Colleges; State Surveys; State Universities; *Statewide Planning; *Transfer Policy; Two Year Colleges
IDENTIFIERS- *California

This report reviews and analyzes progress made by the California Community Colleges (CCCs), University of California (UC), and California State University (CSU) in improving transfer and articulation. After part 1 discusses the origins and purposes of the report, part 2 highlights events affecting transfer and articulation in California since 1983, focusing on changes in undergraduate enrollments, more comprehensive admissions requirements, financial problems, state-level commitment to affirmative action and transfer, and specially-funded projects. Part 3 offers information from the CCCs, UC, CSU, and the California Postsecondary Education Commission (CPEC) regarding progress made since 1985 toward improving high school preparation; identifying, assessing, and counseling transfer students; assuring adequate community college transfer courses; gathering comparable information on community college enrollments and student achievement; improving information about transfer; and coordinating enrollment planning. Part 4 summarizes the findings of a 1987 CPEC study of transfer and articulation between two- and four-year colleges nationwide with respect to state and faculty roles, statewide versus local articulation, special funding, freshman admission standards, assessment and remediation, minority access, career-oriented articulation, and database and information systems. Part 5 contains CPEC recommendations for additional action to facilitate the flow of transfer students. Appendixes provide transfer data, relevant legislation, and descriptions of selected articulation projects: (1) Transfer Center Project; (2) Project Assist (Articulation System Stimulating Interinstitutional Student Transfer); and (3) Transfer Alliance Program (TAP). (MCB)

ED 293 644 PS 017 301

A Parents Guide to Early Childhood Education Programs in New York State.

New York State Education Dept., Albany.
PUB DATE- 87
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; *Community Programs; *Day Care; Early Childhood Education; Guidelines; Profiles; *Selection
IDENTIFIERS- *New York

To aid parents in selecting appropriate child care, this guide describes the kinds of public and private day care, prekindergarten, and kindergarten programs that are available in most communities in New York. After listing facts parents should consider concerning their own and their child's needs, the guide offers directions for finding locally available community resources and provides a checklist for assessing child care programs. Subsequent material very briefly describes, in terms of level of cost, ages served, and program characteristics, the various types of educational opportunities that are open to young children, including parent cooperative nursery schools, privately sponsored centers, nonpublic nursery schools, preschool programs within a nonpublic school, New York State prekindergarten programs and other preschool programs in public schools, college sponsored centers, and Head Start. Various kinds of child care programs are also summarized, including home-based or family day care, group day care, center-based full day child care, before and after school programs, and in-home care. Concluding material profiles additional options: mothers' centers, Mommy and Me Programs, playgroups, preventive programs within guidance centers, library progams, and the New York City Mayor's Office of Early Childhood Education's Project Giant Step, a comprehensive program with specific guidelines. (RH)

ED 293 659 PS 017 319

Singh, Bulwant
Results of a Survey about Homework and Homework Hotlines for Elementary School Students.
PUB DATE- Apr 88
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; *Homework; *Hotlines (Public); Intermediate Grades; *Parent Attitudes; *Student Attitudes; *Teacher Attitudes

Reported are responses of fourth-, fifth-, and sixth-grade students, their parents and teachers to a survey conducted to determine the need for a homework hotline. Discussion is based on data from 379 randomly selected parents of students in intermediate elementary grades of 21 elementary schools, 333 elementary school teachers, and 392 randomly selected students. Respondents' opinions dealt with such concerns as the value of homework, grade at which homework should begin, parent role in helping children with their homework, the need to establish a homework hotline service in various subjects, the beginning time and duration of such a service, and the days of the week which are most suitable for such a service. Among the results, 39 percent of students, 39 percent of parents, and only 10 percent of teachers indicated they would like to have a homework hotline for one or two evenings per week. Included in the discussion are selected comments of respondents, an estimate of the cost of establishing a homework hotline service, and one possible way of funding such a service. (RH)

ED 293 673　　　　RC 016 573

Richardson, John G.; Mustian, R. David
Perceived Capacity of the North Carolina Agricultural Service To Deliver Technological Information: Reactions of Agricultural Producers Who Use Extension Information.
PUB DATE- Feb 88
NOTE- 15p.; Paper presented to the Southern Rural Sociological Association at the Annual Meeting of the Southern Association of Agricultural Scientists (85th, New Orleans, LA, January 31-February 3, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Farmer Education; *Delivery Systems; Extension Education; Perception; *Rural Education; Technical Assistance; Technological Advancement; Technology Transfer; Trend Analysis; *User Needs (Information); *User Satisfaction (Information)
IDENTIFIERS- North Carolina; *North Carolina Agricultural Extension Service; *Technical Communication

Questionnaire responses from 702 agricultural producers who actively use the North Carolina Agricultural Extension Service (NCAES) and whose farming activities produce at least $10,000 annually revealed perceptions of the current and future capacity of the NCAES to deliver state-of-the-art technological information and the relationships between those perceptions and selected personal factors, farm characteristics, and producer's perceived level of future needs for highly developed technological information. Findings indicated over 81% of producers perceived future needs for more complex technological information to be "somewhat more" or "much more" than current needs; about 90% had positive perceptions of NCAES to deliver needed technological information; and as educational levels of producers advanced, their level of positive perception of NCAES' capacity to provide needed technological information also increased. The results implied that to continue to maintain a positive image as a responsive, needs-oriented agency that effectively delivers usable technological information to all types of producers--whether they are marginal part-time or highly advanced full-time--informational delivery strategies will need to be appropriately varied. (NEC)

ED 293 365 FL 017 342

Waltman, John L.
Culture Shock as a Barrier to Intercultural Business Communication.
PUB DATE- May 87
NOTE- 11p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *Communication Problems; *Cross Cultural Studies; *Cross Cultural Training; *Culture Conflict; Higher Education; Intercultural Communication; Languages for Special Purposes; Travel

The phenomenon of culture shock as it affects intercultural business communication is examined. The symptoms of the syndrome and its effects on the business traveler and his/her business are discussed. Flaws in current training that increase rather than reduce the impact of culture shock are explored. It is suggested that much training prepares prospective international travelers for only the most basic functions without touching on the areas that will enhance or reduce communication, or equipping them to do business effectively and cope with an alien environment. Recommendations for improving cross-cultural training are made. Information is drawn from research on culture shock and information theory and from personal experience with culture shock. (MSE)

ED 293 419 HE 021 332

Chang, Shirley Hsiu-chu Lin
Taiwan's Brain Drain: A Case Study.
PUB DATE- May 88
NOTE- 90p.; Master's Thesis, The Pennsylvania State University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Students; Developing Nations; Economic Development; *Foreign Students; *Foreign Workers; Graduate Students; Higher Education; Intellectual Development; *Migration Patterns
IDENTIFIERS- *Brain Drain; *Taiwan

Over 80% of the Taiwanese students who complete their graduate study in the United States do not return but instead stay to become members of American college faculties or to take jobs in research organizations and industries. The concept of the Taiwanese brain drain is described and how it developed and what the government has done to cope with it examined. After a review of the literature, Taiwan's educational system is reviewed, including information on education and migration. Separate chapters then cover the migration of intellectuals and the "pull" and "push" factors of Taiwan's brain drain into the United States. Governmental coping efforts are reviewed. Despite the considerable brain drain, the economic development of Taiwan over the past two decades has been remarkable, and the reasons for this are discussed. Taiwan is changing from a labor-intensive economy to one based on high technology, and from a newly industrialized country to a developed country. It is concluded that Taiwan needs its high quality personnel and intellectual resources even more, so its further prosperity depends on reversal of the brain drain and recruiting of highly trained talents abroad. Thirty-seven references are appended. (SM)

Azzolino, Agnes
Math Games for the Young Child.
PUB DATE- 85
NOTE- 92p.; Some drawings may not reproduce well.
AVAILABLE FROM- Mathematical Concepts, Inc., 85 First Street, Keyport, NJ 07735-1503 ($8.60 plus $1.40 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Class Activities; *Concept Formation; Early Childhood Education; *Educational Games; Elementary Education; *Elementary School Mathematics; Geometric Concepts; Instructional Materials; Learning Activities; Mathematics Education; *Mathematics Instruction; Number Concepts; *Young Children

This is a textbook of games for children of ages two through seven. In each section, games are listed from the basic to the more sophisticated and advanced. The book contains sections addressing: (1) counting and counting games; (2) travel games; (3) card games; (4) board games; and (5) games and activities with other things. (PK)

ED 293 350 FL 017 326

Janes, Jackson
Area Studies Revitalized: The Case of German Studies.
PUB DATE- May 87
NOTE- 12p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Area Studies; Business Administration Education; Careers; *College Curriculum; College Second Language Programs; Educational Assessment; Educational Trends; Employment Opportunities; Foreign Countries; German; Higher Education; Interdisciplinary Approach; Legal Education (Professions); National Surveys; Political Science; Second Language Instruction; Sociology
IDENTIFIERS- East Germany; *West Germany

A study commissioned by the German Marshall Fund of the United States examined the status of area studies on contemporary Germany in American postsecondary education. It surveyed 50 institutions concerning the status of teaching and research on contemporary Germany in selected fields of the humanities, social sciences, and professional education. The focus was on departments and schools of German, history, sociology, economics, political science, business administration, law, journalism, and engineering. In addition, the study investigated employment opportunities in the public and private sector for individuals with expertise on Germany, focusing on the adequacy of current resources to meet both present and future demands in those areas. Preliminary findings and conclusions of the study are presented. Among the findings are these: (1) that while there are many excellent academic and research resources and contacts, serious deficiencies in breadth and depth of knowledge exist in certain disciplines; (2) the scope of expertise is often very narrowly defined, if it is considered relevant at all; and (3) shortages are growing in certain kinds of expertise or skill combinations; for example, there is a shrinking supply of qualified German language teachers on the secondary level. (MSE)

ED 293 434 HE 021 347

Johnson, F. Craig
The Design and Use of Decision Support Systems by Academic Departments. AIR 1987 Annual Forum Paper.

PUB DATE- May 87
NOTE- 23p.; Paper presented at the Annual Forum of the Association of Institutional Research (27th, Kansas City, MO, May 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; College Admission; *College Programs; *Computer Oriented Programs; *Decision Making; *Departments; Expenditures; Graduate Students; Higher Education; Institutional Research; *Program Administration; Scheduling; School Accounting; State Universities; Teacher Placement
IDENTIFIERS- *AIR Forum; Decision Support Systems; *Florida State University

The design and use of a departmental decision support system at Florida State University are described from the perspective of a department head. The decisions selected for study are ones of adequacy, equitability, quality, efficiency, and consistency. The complexity of the decision is related to the complexity of the support system. The major decisions the department head made were ordered from the complex to the more simple and a support system was designed to match these levels of complexity. The computer supported decision system was located in the Department of Educational Research within the College of Education. Components of the system include: requirements and decisions, decision timeframe, data considerations, and computer support. Five decisions that are supported are considered: scheduling classes, faculty assignments, graduate admissions, expense accounting, and clerical personnel classification. It is concluded that institutional researchers need to understand departmental operating cycles better and need to provide support for systems designed by departments that now have direct access to raw data and no longer depend on institutional research reports for basic information. 9 references. (Author/SW)

ED 293 449 HE 021 362

Dickey, Ann K., Ed.
Managing Education Better: Technology and Tomorrow. General Sessions Presentations. Proceedings of the Annual Forum of the Association for Institutional Research (27th, Kansas City, Missouri, May 3-6, 1987).
Association for Institutional Research.
PUB DATE- 88
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accreditation (Institutions); *Administration; *Administrative Policy; Administrator Evaluation; Administrator Role; Administrators; Higher Education; *Information Technology; Institutional Evaluation; *Student College Relationship
IDENTIFIERS- *AIR Forum; Managerial Communication

The 1987 Association for Institutional Research annual forum theme, "Managing Education Better," is covered by keynote and general sessions speakers from four angles: (1) how to study the student, (2) effects of different presidential styles, (3) the changing role of information technology, and (4) evaluating the effectiveness of our processes. After an introduction by Gerald W. McLaughlin, the forum chair, the following papers are presented: "Managing Education Better: Some Thoughts on the Management of Student Culture in American Colleges and Universities" (John Van Maanen); "Executive Leadership: The Pros and the Cons" (Brunetta Reid Wolfman and Burton I. Wolfman); "Information Technology: Using It in Relevant Ways" (Christine V. Bullen); and "Assessment, Accreditation, and Institutional Effectiveness: Implications for Our Profession" (Donald J. Reichard and Theodore J. Marchese). References are included with each paper. (SM)

ED 293 505 IR 013 027

Davis, Jonathan

Counting the Cost of Television--The Schedule, Its Contents and Its Discontents.

PUB DATE- Jul 86
NOTE- 53p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986). Appendixes 1-3 and Tables 1-4 may not reproduce due to poor quality of the original and small print size.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Analysis; *Broadcast Industry; Comparative Analysis; Cultural Influences; Economic Factors; Foreign Countries; Operations Research; Political Influences; *Programing (Broadcast); *Scheduling; Television Research; Television Viewing
IDENTIFIERS- *United Kingdom

This paper describes a study which compared an actual television schedule with an "abstract" schedule in order to determine what the forces are that forge a television schedule and how these forces interact. The report is presented in six sections: (1) a statement of the problem; (2) a discussion of the notion of the abstract schedule and the criteria that inform it; (3) an analysis of the actual schedule of transmissions on British network television between April 1972 and March 1985; (4) a discussion of the forces that produce divergences between the actual and the abstract schedule, including cultural, political and economic forces; (5) a discussion of forces that produce convergence between the schedules, which seem to stem primarily from the rising costs of programming; and (6) a description of the British abstract schedule, which was based on a study of the use made of acquired programming by three ITV (Independent Television) companies to determine both the source of a given program category and its function in the schedule. It is concluded that a free market in television services will lead towards the abstract schedule as surely as the actual British schedule, beset by the need to lower its costs, seems to want to, and that the present level and power of regulation is incapable of preventing it. Copies of two newspaper articles and four tables displaying analyses of data are appended. (CGD)

ED 293 563 IR 052 356

Nichols, Margaret Irby
Handbook of Reference Sources and Services for Small and Medium-Sized Libraries.
Texas State Library, Austin. Dept. of Library Development.
PUB DATE- 88
NOTE- 151p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Library Acquisition; *Library Collection Development; *Library Materials; Library Services; *Public Libraries; *Reference Materials; *Reference Services; *Resource Materials
IDENTIFIERS- Selection Tools

This guide to adult reference works and services for the small or medium-sized public library is divided into two sections. Section One lists 559 numbered items arranged in 22 subsections, and 222 additional items in notes following entries or at the end of the relevant subsection. Subject areas are as follows: guides and bibliographies; general works; biography and related areas; philosophy, religion, and ethics; language dictionaries; literature; visual arts; applied arts; crafts and hobbies; performing arts; music; archeology and history; social sciences; sociology and social issues; geography and area studies; education and career guidance; political science and law; business and economics; science; applied sciences; home life and social customs; and sports and recreation. Each item listed is briefly annotated, and a purchase plan for each topic suggests when, and in what order, the reference tools listed in the chapter should be purchased. Section Two contains 10 essays on the planning and managing of reference services, and on situations and problems frequently encountered by reference librarians: (1) "Planning and Managing Reference Services"; (2) "Reference Services Policy Manual"; (3) "Reference Collection Development"; (4) "Weeding the Reference Collection"; (5) "Levels of Reference Service"; (6) "The Reference Interview"; (7) "Answering Reference Questions"; (8) "Problem Patrons and Special Situations"; (9) "Building Local Information Files"; and (10) "Computerized Search Services." References and/or further readings are listed for each of the essays, and both subject and title indexes are provided. (EW)

ED 293 589 JC 880 196

Clagett, Craig A.

Prince George's County Undergraduate Market Shares. ENSCAN88: Market Analysis Report MA88-3.

Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.

PUB DATE- Aug 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Black Students; College Freshmen; *College Students; Community Colleges; Demography; *Enrollment Trends; *Full Time Students; *Part Time Students; Student Characteristics; Two Year Colleges; *Two Year College Students; Undergraduate Study
IDENTIFIERS- *Maryland (Prince Georges County)

Information provided by the Maryland State Board for Higher Education permitted Prince George's Community College (PGCC) to determine the proportion of Prince George's County residents attending various colleges and universities in the state and to analyze trends in PGCC's market shares from 1982 to 1987. Findings regarding full- and part-time undergraduates, new full-time freshmen, and black new full-time freshmen indicate that: (1) 26,400 residents of Prince George's County were attending Maryland community colleges and universities as undergraduates in fall 1986, representing a 2.7% decrease from the 27,142 residents enrolled in fall 1985; (2) 11,923 county residents were attending college full-time, and 14,477 were enrolled part-time; (3) statewide, the community colleges' share of full-time undergraduate enrollments was 25%, while their share of part-time enrollments was 67%; (4) 44% of the 1986 students were enrolled at PGCC; (5) PGCC enrolled three of every five county residents attending a Maryland college part-time for credit; (6) nearly 42% of all beginning full-time students in the county started their education at PGCC; and (7) of the 8,664 black county residents attending college, 4,683 (54%) were attending PGCC. (EJV)

ED 293 630 PS 017 262

Egertson, Harriet A.

The Shifting Kindergarten Curriculum.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 3p.
CONTRACT- OERI-400-86-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Early Childhood Education; Grade Repetition; *Kindergarten; Kindergarten Children; *Preschool Curriculum; School Readiness; Screening Tests; Skill Development; Student Centered Curriculum; *Teaching Methods; Transitional Programs
IDENTIFIERS- *Developmentally Appropriate Programs; ERIC Digests

The curriculum now being taught in many kindergartens is profoundly different from what it was two decades ago. The kindergarten classroom, once conceived of as a play- and group adjustment-oriented setting, may now also be a classroom with an "academic" approach, characterized by direct teaching of discrete skills with specific expectations for achievement. This type of rigid curriculum is less responsive than others to wide ranges in age and ability and many schools have resorted to retention and extra-year programs for children. The "academic" approach to kindergarten is in contrast to a "child-centered" approach in which activities are based on the goal of moving each child as far forward in his or her development as possible. In child-centered kindergartens, linguistic competence is a primary goal and is promoted though appropriate language experiences and through conversations with adults and peers. Activities are child-initiated and children are provided large blocks of time in which to finish projects. Advocates of developmental kindergarten programs should emphasize the effectiveness of an active learning. (PCB)

ED 293 688 SE 048 995

Worth, Joan, Ed.

Preparing Elementary School Mathematics Teachers. Readings from the "Arithmetic Teacher."

REPORT NO.- ISBN-0-87353-251-1
PUB DATE- 88
NOTE- 169p.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($10.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Books (010) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; Elementary School Teachers; Higher Education; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Mathematics Teachers; *Methods Courses; Methods Teachers; *Preservice Teacher Education; *Teacher Education Curriculum; *Teacher Educators

This publication, designed to help teacher educators profit from the experience and wisdom of colleagues, brings together articles from "The Arithmetic Teacher" on preservice elementary school mathematics teacher education. This collection of articles has two specific purposes. One is to serve as a reminder of the broader issues and concerns that must be considered when preparing elementary school mathematics teachers. The other is to provide a source of ideas and activities for use with classes of preservice teachers. The six sections focus on: (1) the mathematics educator as teacher; (2) perspectives on planning an elementary school mathematics teacher education program; (3) the attitudes of preservice teachers; (4) content and content/methods courses; (5) topics from elementary school mathematics; and (6) specific materials and techniques. (PK)

ED 293 366 FL 017 343

Vilarrubla, Montserrat
The Fifth Skill: Hearing the Unspoken Language.
PUB DATE- May 87
NOTE- 16p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Communication; *Cross Cultural Training; Higher Education; *Intercultural Communication; *Languages for Special Purposes; *Nonverbal Communication; Second Language Instruction
IDENTIFIERS- Metalinguistics

Aspects of nonverbal communication are examined as they relate to business communication and to the instruction of business language. Relevant literature on nonverbal communication is reviewed, focusing on gestures and body language and the problems inherent in interpretation of their meaning. Suggestions for educators include: training students to make observations of the differences in foreign cultures so they can modify their own behavior; teaching prospective sojourners abroad to behave with empathy and respect; and helping students build the necessary mechanisms for adjustment in real cultural situations. Specific classroom techniques for developing these abilities are described, including mini-dramas, simulated telephone calls, and pantomime. Fifty-two references are appended. (MSE)

ED 293 381 HE 020 052

Excellence & Equity. A Strategic Three Year Plan for Kean College of New Jersey.

Kean Coll. of New Jersey, Union.

PUB DATE- Aug 85
NOTE- 75p.; Paper collected as part of the American Association for Higher Education Assessment Forum.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Persistence; *Access to Education; *College Planning; College Programs; Computer Oriented Programs; Educational Objectives; *Educational Quality; Faculty Development; General Education; Higher Education; Institutional Characteristics; *Institutional Mission; Staff Development; *State Colleges
IDENTIFIERS- *AAHE Assessment Forum; *Kean College of New Jersey

A plan for achieving institutional excellence is presented by Kean College of New Jersey. The college's identity, heritage, values, constituencies, and priorities are defined, and a profile of the college's student body and academic program is provided. A section on shared governance presents a framework for the five strategic goals the college has identified for the next 3 years and beyond: improving access and persistence, implementing general education and strengthening academic majors, assessing and improving student achievement, expanding faculty and professional staff development, and integrating computer technology and applications. The college serves a diverse student population that includes large numbers of Black and Hispanic students, females, senior citizens, part-time students, and international students. Many of the students are the first members of their families to attend college. In addition to a wide array of student-oriented services and activities, emphasis has been placed on excellence in teaching, commitment to developmental coursework, special tutorial services, and honors programs. (SW)

ED 293 463 HE 021 377

Peterson, Lorna

Measuring Students' Progress in Bibliographic Instruction: The Iowa State University Experience.

PUB DATE- 87

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Students; Competence; Educational History; Educational Testing; Grading; Higher Education; *Library Instruction; Library Skills; Required Courses; *Student Evaluation; Undergraduate Study

IDENTIFIERS- *Iowa State University

The evolution and administration of testing to measure student progress through a required undergraduate bibliographic instruction course (Library 160) at Iowa State University are described. Bibliographic instruction began at the university in 1890. Through 1958 all colleges within the university received a noncredit required course in library instruction. Some of the colleges enacted a 10-week one-credit course. The basis for the final grade, the format of quizzes and the final examination, and the grading scale are identified. The first uniform course of library instruction was offered in 1971. A 10-week, one-credit course with satisfactory or fail grading was approved by all colleges except engineering, which remained a 5-week course. Four units were covered: card catalog, serials list, indexing and abstracting journals, and reference books. When the university changed from the quarter to the semester system in 1981, the course was redesigned to fit the new system. The role of formative and summative evaluation in measurement of student progress is discussed. (SW)

Atwell, Robert H.
Putting College Sports in Perspective: Solutions for the Long Term.
PUB DATE- Feb 88
NOTE- 5p.; Speech presented at the National Forum of the National Collegiate Athletic Association (Nashville, TN, January 11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Academic Education; Academic Failure; Athletes; Athletic Coaches; *College Athletics; Eligibility; Ethics; Financial Needs; Higher Education; *Integrity; Public Opinion
IDENTIFIERS- Sport Management

In order to restore public confidence in intercollegiate athletics (following well-publicized problems) it is necessary to address a set of serious systematic problems, suggests the president of the American Council on Education. Diagnosis and treatment of the underlying pathology is important to avoid dealing with the symptoms alone. The Presidents' Commission has applied tougher sanctions, and the National Collegiate Athletic Association (NCAA) has added additional enforcement resources, but they are not long-term solutions. Efforts to keep college sports programs free of scandal are being overpowered by economic and social forces. Problems include an overemphasis on winning, over concern with spectators, a tolerance for academic compromises, and a tendency to link athletic accomplishments with institutional quality and prestige. The media feeds this sports craze, as do economic realities which often tempt people to cut the rule-book corners. Succeeding on the field and balancing the budget results in serious academic compromises. There is a growing relationship between professional sports and intercollegiate sports. Possible alternatives are doing nothing, making an effort to return to amateur student athletics, or acknowledging professionalism in college athletics. It is important to break the tie between money and winning. Possible solutions include cutting the length of the season, providing institutional subsidy for athletics, eliminating athletic scholarships, and providing long-term coaching contracts. (SM)

ED 293 491 IR 013 013

Bourne, Carole

Children's Television News as Political Communication.

PUB DATE- Jul 86
NOTE- 49p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Analysis; *Childrens Television; *Concept Formation; Content Analysis; Elementary Education; Elementary School Students; Foreign Countries; Interviews; News Reporting; *Political Attitudes; *Political Socialization; *Programing (Broadcast); *Television Viewing
IDENTIFIERS- *Great Britain

This document presents the results of a two-year study of a British Broadcasting Company children's news program which examined the goals and routines of the programmers, the program content, and audience response. Observations were made of program routines, the content was analyzed, and responses to the programs were obtained during informal, unstructured interviews with small groups of children 8 to 11 years old at 15 London schools. As a control, 10 families were interviewed at home and, at one school, mothers and children were interviewed together for part of the session. The study focused on two specific news events, the 1981 riots in Britain and the 1982 Falklands conflict. Both events were considered to increase children's interest in the news and to be important in children's political concept formation. An attempt was made to make the newscasts interesting through use of visuals and, at the same time, to present the news in a manner that would allay fear and/or imitation of the violence shown. While the program met its own aims of programming, the findings indicated that the news bulletin, like others of its kind, was primarily a form of television entertainment for its viewers rather than a source of political socialization. (21 references) (CGD)

ED 293 577 JC 880 175

Johnson, Tanya
The Development and Evaluation of a Curriculum Document for a Course in Business Communication.
PUB DATE- Oct 87
NOTE- 63p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Communication; Business Education; Community Colleges; Course Content; Course Evaluation; *Course Objectives; *Curriculum Development; Instructional Development; Literature Reviews; Questionnaires; Two Year Colleges
IDENTIFIERS- Evergreen Valley College CA

A description is provided of the development of a course in business communication for office administration majors at Evergreen Valley College (EVC) in California. The steps involved in the development of the course are explained, including: (1) a review of the educational and business literature on business communication; (2) a review of current textbooks; and (3) a survey of two experts in the field who were asked to evaluate the appropriateness of the proposed course's objectives, content, instructional methods, and student evaluation methods for a community college transfer course. EVC's curriculum development procedures were used to design the course listing, general and specific course objectives, methods of instruction, and types of evaluation. Following a 32-item bibliography, appendixes present EVC's instructions for submitting course proposals or changes, a course proposal form, the business communication course outline, a statement of the philosophy of EVC, information on the evaluators, the evaluation instrument and responses, and a list of the textbooks that were examined. (EJV)

ED 293 704 SE 049 055

Brody, Michael; And Others
Marine-Related Education in Maine: A Survey of K-12 Public School Teachers.

PUB DATE- 88
NOTE- 71p.; This document contains some light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Science; Elementary Secondary Education; Environmental Education; *Marine Education; Science and Society; *Science Curriculum; *Secondary School Science; Social Studies; *State Surveys; *Teacher Participation
IDENTIFIERS- *Maine; Science Education Research

This document reports on a survey that was conducted to determine the extent to which a random sample (N=2,112) of Maine public school teachers (K-12) included marine-related topics or activities in their teaching, as well as how informed they were about existing marine education curricula. A total of 588 questionnaires were returned. Findings indicate that the: (1) amount of time spent on marine education; (2) number of marine topics taught; and (3) proportion of teachers who taught marine topics all decreased as distance from the coast increased. These trends were attributed to the level of accessibility to the ocean environment and to local cultural factors and priorities. Recommendations for further research in several areas relating to marine education in general, as well as specifically in Maine, are presented. The survey instrument is included. (TW)

ED 293 720 SE 049 104

Somers, Lee H.
Oceanography for Divers: Waves, Tides, and Currents. Diver Education Series.
Michigan Univ., Ann Arbor. Michigan Sea Grant Coll. Program.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
REPORT NO.- MICHU-SG-86-508
PUB DATE- 88
NOTE- 26p.; For related documents, see SE 049 103-105. Drawings may not reproduce well.
GRANT- NA85AA-D-SG045
AVAILABLE FROM- Michigan Sea Grant Publications, 2200 Bonisteel Blvd., Ann Arbor, MI 48109-2099 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Aquatic Sports; *College Science; Earth Science; Higher Education; *Marine Education; *Oceanography; *Recreational Activities; Science Education; Swimming; *Underwater Diving
IDENTIFIERS- *Informal Education; Tides; Waves (Water)

To dive safely, it is suggested that the diver have a working knowledge of waves, tides, currents, and water quality. Lack of understanding and respect for ocean currents and surf can be of serious consequence to the diver. This paper on the diving environment is designed to provide the diver with a general understanding of the physical characteristics common to lakes and oceans. The descriptions of diving techniques are included to give the diver a better understanding of how to safely handle himself/herself under various conditions. The discussions include: (1) waves at sea; (2) waves in shallow water; (3) surf; (4) currents; (5) sandy beach entry; (6) rocky shore entry; (7) tides and tidal currents; (8) wind currents; (9) seiches; (10) diving in currents; and (11) weather. The document concludes that good physical condition, basic knowledge, common sense, and good judgment can be very important for safe underwater exploration. (CW)

ED 293 736 SO 018 520

Naylor, David T.
We the People: A Four-Part Television Series Produced for PBS. An Instructor's Guide.
American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.
SPONS. AGENCY- World Book, Inc., Chicago, IL.
REPORT NO.- ISBN-0-89707-326-6
PUB DATE- 87
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional History; *Constitutional Law; Educational Television; Elementary Secondary Education; Instructional Materials; *Law Related Education; Program Guides; Public Television; Resource Materials; Resource Units; Social Studies
IDENTIFIERS- Bicentennial; United States Constitution

This instructor's guide was prepared in conjunction with the bicentennial celebration of the U.S. Constitution and to accompany a four-part series about the document's impact on citizen's lives. A separate guide, for use in secondary school classrooms, is included for each of the programs. Each guide contains: (1) a brief discussion of the contemporary controversies portrayed in the program and the constitutional principles involved; (2) background information and exercises, suitable for use prior to viewing the program; (3) activities and worksheets to guide viewers and focus attention on important issues; (4) post-viewing activities to enhance critical thinking skills; and (5) a list of selected resources on constitutional related topics. A final section includes definitions, additional activities, and general resource materials. Information concerning distribution of these programs on videotape is provided, and pictures are included. (JHP)

Jones, David R., Ed.; Anwyl, John, Ed.
Privatizing Higher Education: A New Australian Issue.
Melbourne Univ. (Australia). Centre for the Study of Higher Education.
REPORT NO.- ISBN-0-949036-26-9
PUB DATE- 87
NOTE- 139p.; Papers presented at the conference on "Private Initiatives in Higher Education" (Canberra, Australia, May 21-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrative Policy; College Administration; Educational Finance; *Financial Policy; Foreign Students; *Higher Education; Marketing; Private Colleges; *Private Education; *Private Financial Support; Proprietary Schools; Public Colleges; Tuition
IDENTIFIERS- *Australia; *Privatization

The papers in this collection deal with the concept of "privatization" in higher education in both the traditional sense of student finance and in relation to recent usage involving non-government funding of research, provision of full-fee places alongside free places in public institutions, the founding of a private sector in addition to the public, and the marketing of academic services to foreign students. The conference was organized by the Centre for Administrative and Higher Education Studies of the University of New England and the University of Melbourne's Centre for the Study of Higher Education. The following papers are presented: (1) "Private Initiatives in Higher Education" (Peter Karmel); (2) "Address on Policy" (Susan Ryan); (3) "Address on Policy" (Peter Shack); (4) "The Private Potential of Australian Higher Education" (Donald W. Watts); (5) "New Australian Policy Initiatives for Overseas Students: The IDP Experience" (Ken Back); (6) "Biscuits, Bicycles, and B.Sc's" (Roger Scott); (7) "Initial Plans for an Internationally Significant Private University" (A. John T. Ford and Donald W. Watts); (8) "The Hybrid Approach" (Rod Treyvaud); (9) "The Australian Predicament in Comparative Perspective" (Roger L. Geiger); and (10) "Concluding Summary:

Emerging Themes in the Discussion of Private Initiatives in Higher Education in Australia" (David Beswick). (KM)

ED 293 406   HE 021 196

Adey, David, Comp.; And Others
Distance Education in Southern Africa Conference, 1987. Papers 7:
Late Submissions.

South Africa Univ., Pretoria.
PUB DATE- May 87
NOTE- 189p.; Papers presented at the "Distance Education in Southern Africa: Preparing for the 21st Century" Conference (Pretoria, South Africa, May 18-21, 1987). For other volumes from this conference, see HE 021 188-197.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Students; Biological Sciences; Departments; Developing Nations; *Distance Education; Educational Technology; Foreign Countries; Inservice Teacher Education; Library Science; Military Training; *Nontraditional Education; Postsecondary Education; Science Teachers; Telecommunications
IDENTIFIERS- *Africa (South); Colombia; Everymans University (Israel); India; Japan; South Pacific; Sri Lanka; *University of South Africa

Ten papers and four abstracts of papers from the University of South Africa's Conference on Distance Education are presented. They include: "Access to Higher Education and Training in the South Pacific: The Role of Telecommunications and Distance Education" (Som Naidu); "Distance Education in Japan" (Takashi Sakamoto); "The University for Distance Education in Colombia: An Alternative Form of Education" (Linda Gladys Behaine de Cendales); "Development of Distance Education in Sri Lanka" (Dayantha Wijeyesekera); "Distance Education in India: Application of Modern Technology" (K.K. Sud); "The Teaching of Life Sciences at Everyman's University" (Ruth Arav); "Distance Teaching as an Integral Part of the In-Service Education of Mathematics, Physical Science and Biology Teachers" (Jan Nel, Dave Finnemore, Steve Rhodes); "UNISA's Documentation Section" (B.J. van der Walt); "Interactive Multi-media Learning: A Business Case Study in Distance Learning" (abstract only, R.C. Johnson); "Distance Learning: The South African Air Force Experience" (Neville Parkins); "Text Design in Distance Education: Print and Facilitating Adult Education" (abstract only, John Aitchison): "Distance Education in Developing Countries: The Indian Scene" (abstract only, B.S. Jain); "Distance Education and the Educator's Regime of Literacy" (abstract only, John Aitchison); and "Review of the Goals, Methods, Accountability and Future Planning of the Department of Library and Information Science of the University of South Africa" (Anna Louw). (LB)

The Final Report of the Task Force To Review COU Space Standards. Building Blocks, Volume 7.

Council of Ontario Universities, Toronto.

REPORT NO.- ISBN-0-88799-222-6
PUB DATE- Jan 88
NOTE- 130p.; For a related document, see ED 165 621.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ontario M5S 2T4 Canada.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- College Buildings; *Educational Facilities; *Educational Facilities Planning; Facility Guidelines; *Facility Inventory; *Facility Requirements; Foreign Countries; Higher Education; Institutional Research; Interior Space; Library Facilities; Physical Education Facilities; School Space; *Space Classification; *Space Utilization; Universities
IDENTIFIERS- *Council of Ontario Universities (Canada)

Refinements of space standards and a survey of physical facilities are reported for Ontario-area universities. Part I, "1987 Refinements to the Council of Ontario Universities (COU) Space Standards," updates the interim report issued in August 1986 and consists of the following: development of the COU space standards, the work of the 1985-87 task force (terms of reference and methodology and unresolved issues), and the space categories (classrooms, class labs, research, office, library, athletic facilities, university and student services, and maintenance). Figures and appendices provide: 1978 and 1987 space guidelines, program classification scheme, task force membership, space classification scheme (notes, definitions and glossary), definitions of input measures, and 1987 revised space guidelines. In Part II, "Inventory of Physical Facilities of Ontario Universities, 1986-87," results of the inventory are tabulated in 33 tables. Space requirements are tabulated in five appended tables. (KM)

ED 293 520 IR 013 044

Huesmann, L. Rowell; Bachrach, Riva S.
Differential Effects of Television Violence on Kibbutz and City Children.
PUB DATE- Jul 86
NOTE- 49p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
GRANT- MH-31886; MH-38683
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; Comparative Analysis; *Content Analysis; Cultural Context; Foreign Countries; Multiple Regression Analysis; News Reporting; Peer Groups; Programing (Broadcast); Social Differences; Television Research; *Television Viewing; Urban Problems; *Violence; *Young Children
IDENTIFIERS- *Israel; *Kibbutzim

This paper reports the results of a comparative study carried out with populations from two distinct cultural environments: kibbutz and city raised children in Israel. The study examined how perceptions and responses to television differ across social environments and how children's perceptions of, and reactions to, television may affect aggressive behavior differently in different social and cultural environments of the same society. Subjects--first and third graders from two public schools and two kibbutzes--were interviewed three times at one year intervals, and 158 children of the original sample were interviewed in all three waves. Findings of the study showed that among city children there was a significant positive relationship between television violence viewing and amount of aggressive behavior, although among kibbutz children there was no detectable relationship between amount of exposure to media violence and aggression. It is suggested that a number of factors associated with growing up in a kibbutz mitigate the effect of television violence viewing on the development of aggressive behavior. (53 references, 2 end notes, and 12 figures) (CGD)

ED 293 534 IR 013 067

Meeske, Milan D.
The Deregulation of U.S. Communication Policy.

PUB DATE- Jul 86
NOTE- 15p.; Paper presented at the International Television Studies Conference (London, England, July 10-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audiences; *Broadcast Industry; Civil Rights; Communications; Developed Nations; *Federal Regulation; *Government Role; Needs Assessment; Public Policy; *Radio; *Television
IDENTIFIERS- *Federal Communications Commission; *United States

This analysis of government regulation of America's broadcast service provides: (1) a historical view of radio and television regulation, including the doctrines of scarcity and public trustee and other areas affected by deregulation in particular; (2) an analysis of the argument for deregulation; and (3) an assessment of the First Amendment, the public interest standard, and content regulation. The major goal of the analysis is to determine the degree to which deregulation accommodates the contemporary American broadcast marketplace including both broadcasters and the public. It concludes that: (1) deregulation is likely to be beneficial to both broadcasters and the public in terms of greater program flexibility and innovation, and in reducing unnecessary economic burdens; (2) broadcasters will still be subject to comparative applications and renewals, as well as other statutory rules still in force, which may result in very little change; and (3) little progress has been made on the crucial issue of full First Amendment rights. (28 end notes) (CGD)

ED 293 549 IR 052 339

Schwarz, Stephan
Education for Research in Library and Information Science--A Basis for Policy Analysis in the Nordic Countries.
Royal Inst. of Tech., Stockholm (Sweden). Library.
REPORT NO.- TRITA-LIB-6022
PUB DATE- Jul 84
NOTE- 37p.; Stockholm Papers in Library and Information Science.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Foreign Countries; Higher Education; *Information Science; *Library Education; *Library Research; Library Schools; *Library Science; *Research and Development; Theory Practice Relationship
IDENTIFIERS- *Nordic Countries; *Sweden

This paper discusses the evolution from the vocational emphasis of librarianship to a new research and higher education oriented concept of library and information science, focusing on changes in the Nordic countries, and Sweden in particular. Recognizing the strong interrelationship between analytical reviews for policy decisions, research and development work, and education for research, the library and information science research situation in Sweden is described as an example of a general complex pattern. Numerous Swedish attempts to design control mechanisms for a coordinated national library and information science program and to institutionalize education for research in library and information science are presented. In conclusion, it is suggested that the thrust of development lies in the information science end of the library and information science spectrum, and that librarians, library schools, and funding agencies should actively participate in furthering the development of information science. (45 references and notes) (Author/EW)

ED 293 616 PS 016 010

Hildebrand, Joan M.
Maryland Day Care Voucher System.
Maryland State Dept. of Human Resources, Baltimore.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Mar 84
NOTE- 58p.; For related documents, see ED 245 844, ED 262 861, and ED 267 897. Some of the figures may be marginally legible.
CONTRACT- OHDS/ACYF-90-PD-86511/01
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computers; Computer Software; *Day Care; Demonstration Programs; *Educational Vouchers; *Information Services; *Information Systems; *Management Systems; Program Development; *Referral
IDENTIFIERS- *Maryland Day Care Voucher Program

This manual was written to assist States and other governmental units wishing to replicate the Maryland Day Care Voucher Program, a system of providing child care subsidies to eligible families. Chapter I provides brief histories of day care in Maryland and that State's grant to demonstrate the viability of a day care voucher system. Chapter II defines what a voucher is and entails, and describes purposes of a voucher, components of the voucher system, and several related administrative procedures. Figures included in the text present elements of the Voucher Project as implemented by the departments of social services in Anne Arundel and Washington Counties, Maryland. Chapters III and IV list, respectively, goals and components of (1) the information and referral system developed in the two pilot counties and (2) the management information system implemented to provide automated information processing and record-keeping for the Day Care Voucher Demonstration. Hardware and software components provided to the counties are indicated. Chapter IV also discusses the development of automated files and their major data fields and the design of data entry screens. Figures provide samples of child and provider files, reproduce data entry screens, and delineate reporting formats developed to assist in day-to-day operations of the voucher system and in meeting federal and state reporting requirements. (RH)

ED 293 645 PS 017 302

Gabbard, Carl P.
Motor Skill Learning in Children.
PUB DATE- 84
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Childhood Education; Educational Practices;
*Individual Development; Physical Education; *Psychomotor Skills;
*Schemata (Cognition); *Skill Development; *Young Children
IDENTIFIERS- *Schema Theory

The purpose of this article is to briefly describe schema theory and indicate its relevance to early childhood development, with specific reference to children's acquisition of motor skills. Schema theory proposes an explanation of how individuals learn and perform a seemingly endless variety of movements. According to Schmidt (1975), goal directed movement leads to storage of initial conditions, response specifications, performance feedback, and result. These four sources of information combine to produce a motor schema that enables repetition of a movement or performance of a new variation of it. A major prediction of schema theory is that increasing variability in practice on a given task will result in increased transfer to a novel task of the same movement class. Numerous studies reporting support for the variability hyothesis have been generated using young children as subjects and gross motor skill as the task. These findings have important practical implications for the structure of practice sessions with children. Schema theory predicts that practicing a variety of movement outcomes within the same general skill class will provide a diverse set of experiences upon which a schema may be enhanced. Generally, schema theory supports the practice during the early years of problem-solving within the same class of movements and rules rather than instruction in specific sport skills. (RH)

ED 293 660 PS 017 320

Framework for Our Children's Future: The School Act, 1988.

Alberta Dept. of Education, Edmonton.

PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disabilities; *Educational Equity (Finance); *Educational Legislation; Educational Responsibility; Financial Support; Foreign Countries; Language Arts; *Parent Participation; *Parochial Schools
IDENTIFIERS- *Alberta; *School Act 1988 (Alberta)

This booklet and accompanying news release provide information about Alberta, Canada's new School Act, 1988. Particular attention is given in the booklet to these topics: guarantees for severely handicapped children, parent involvement in schools, provincial responsibility and local autonomy, equity in education funding, provision for public and "separate," or Catholic schools, and language programs in Alberta schools. The news release points out ways the Act establishes new directions in the areas of special programs, parental responsibilities, equity in school funding, provincial and local responsibilities, and regulation of separate schools. (RH)

ED 293 674 RC 016 574

Rathge, Richard W.; And Others
A Demographic Profile of Displaced Farmers Due to Economically Depressed Times.
PUB DATE- Aug 87
NOTE- 18p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Madison, WI, August 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Demography; *Dislocated Workers; Economic Climate; Economic Factors; *Farmers; *Farm Management; *Individual Characteristics; Rural Areas; Rural Population; *Socioeconomic Influences; Success
IDENTIFIERS- *Bankruptcy; *Farm Crisis; North Dakota

The socioeconomic characteristics of a generalizable sample of recently displaced farm households in North Dakota were compared with characteristics of a random sample of farmers who were still operating their enterprises in 1985. Data were collected in 1986 by phone and mail surveys from 162 displaced and 752 active farmers. The farm characteristics of displaced operators mirrored those of the general farming community. No marked differences were found in the proportion of acres owned, rented, or leased to others between former and current farmers. Moderate sized farms--gross farm incomes between $40,000 and $100,000--were most common and represented the largest category of displaced farmers. Off-farm income was the only structural characteristic analyzed which differed markedly between former and current farms. Current farmers worked nearly twice as many years off the farm on average compared with former farmers, 8.4 and 4.8 years respectively. Analysis of personal characteristics showed displaced farmers significantly younger, more educated, newer to the county, and with larger families than current operators. Discriminant analysis showed that the personal characteristics of farm operators explained less than 10% of the variance. Findings of the study indicated that insight into farm structure or operator's traits offers little benefit toward understanding displaced farmers. (JHZ)

Fenich, Kathryn
Why Culture Should Be a Key Factor in Studying Marketing in Japan.
PUB DATE- May 87
NOTE- 22p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Buddhism; *Business Administration Education; Business Communication; Confucianism; Correlation; *Cross Cultural Training; Cultural Influences; Cultural Traits; *Economic Climate; Educational Needs; Foreign Countries; Higher Education; *International Trade; *Marketing; *Religious Cultural Groups
IDENTIFIERS- *Japan; Shintoism

Three historically significant religions of Japan and the corresponding cultural norms are examined as they affect consumer behaviors and, consequently, marketing in that country. The religions are Buddhism, Shintoism, and Confucianism. The fundamental doctrines, attitudes, and social patterns associated with each religion are outlined and their reflections in interpersonal relationships, business relationships, individual responsibility, consumer expectations, and organizational structure are discussed. (MSE)

ED 293 435 HE 021 348

Sharp, Bobby H.; Nichols, James O.
Economic Long Waves and Higher Education. AIR 1987 Annual Forum Paper.

PUB DATE- May 87
NOTE- 28p.; Paper presented at the Annual Forum of the Association of Institutional Research (27th, Kansas City, MO, May 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Cycles; College Administration; Delivery Systems; *Economic Factors; Economic Research; *Educational Finance; *Enrollment Trends; Expenditures; *Financial Problems; *Government School Relationship; Higher Education; Income; Institutional Research; Prediction
IDENTIFIERS- *AIR Forum

Economic long wave research is reviewed and related to major transitions facing higher education. The focus is on economic forecasting as one type of environmental scanning. The Russian economist Kondratieff produced statistical evidence of a long economic wave. The Kondratieff wave appears to be a 45- to 60-year cycle of upswings and downswings in industrialized economies. According to long wave chronology, the late 1980s may represent the final stage of a prosperity plateau before entering about two decades of economic downswing. Attention is directed to the effects of long waves on: college enrollments, revenues and expenditures, educational delivery systems, and governmental involvement. The economic long wave model offers one framework for economic forecasting and for interpreting social, political, and economic developments. It is suggested that a number of undifferentiated, overbuilt, and poorly-managed colleges and universities will be bankrupted by the forces behind a lengthy economic downswing. Many other institutions will survive and succeed during a lengthy economic downturn, due to practices such as innovative and cost-effective educational delivery systems (e.g., tele-learning), and nurturing highly focused constituencies. 9 references. (SW)

ED 293 450 HE 021 363

Comprehensive Health Professions Plan Review for Florida. Report 6. Report and Recommendations of the Postsecondary Education Planning Commission, 1988.

Florida State Postsecondary Education Planning Commission, Tallahassee.

PUB DATE- 25 Feb 88

NOTE- 85p.; Prepared in response to Specific Appropriation 537 of the 1987 General Appropriations Act (Chapter 87-98, Laws of Florida).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Allied Health Occupations Education; Allied Health Personnel; Dental Students; Dentistry; Educational Assessment; Geriatrics; Higher Education; *Master Plans; *Medical Education; Minority Groups; Needs Assessment; Nursing Education; Pharmaceutical Education; Policy; *Program Evaluation; Public Health; State Surveys; *Statewide Planning; Veterinary Medical Education

IDENTIFIERS- Chiropractic Profession; *Florida

The status of Florida health professions education is reviewed in this commission report, which provides information on enrollment and graduate levels, market place demand for graduates and new policy issues. After an introduction that summarizes the commission charge, commission activities, purpose and scope, background, health professions education, and manpower, specific fields are considered: nursing education (registered nursing and licensed practical nursing); public health; dental education (dentistry and dental hygiene); chiropractic education; medical education (allopathic and osteopathic physicians and physician assistants); allied health; pharmacy education; and veterinary education. Major issues and recommendations are discussed regarding health professions manpower, health professions education programs, minority participation in health professions education, geriatrics in health professions education, and cost containment in health professions education. 29 tables. (SM)

ED 293 464 HE 021 378

Schutze, Hans G., Ed.; Istance, David, Ed.
Recurrent Education Revisited: Modes of Participation and Financing.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
REPORT NO.- ISBN-91-22-00882-9
PUB DATE- 87
NOTE- 157p.
AVAILABLE FROM- Organisation for Economic Cooperation & Development (OCED), 2, rue Andre-Pascal, Paris, Cedex 16 75775, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Students; *Continuing Education; Economic Factors; *Educational Finance; Employment Patterns; *Enrollment Influences; Enrollment Trends; Foreign Countries; Higher Education; *Lifelong Learning; Program Costs; *Student Attitudes; Student Motivation; Technological Advancement
IDENTIFIERS- *Europe

Participation in recurrent education and the financing of recurrent education are discussed from the experiences of countries belonging to the Organisation for Economic Co-operation and Development. Recurrent education encompasses lifelong learning. The influences of socioeconomic and technological change on recurrent education and employment are addressed. Two approaches to assess participation in recurrent education are considered: an individual/psychological approach and a statistical approach. A research review of participation in recurrent education covers theories of motivation and analysis of valence and expectancy in terms of adult education. Included is an outline of findings of specific studies concerning adults' motives for participation in education, impediments to recruitment, and the influence of adults' self-evaluation on participation. A model accounting for participation in adult education is presented. Power within the workplace and the economy and implications for recurrent education are also addressed. Current financing modes and the costs and benefits of recurrent education are covered. A 7-page bibliography and 13 tables are included. (SW)

ED 293 564 IR 052 357

Library Services and Construction Act. Annual Report, 1987.
Texas State Library, Austin.
PUB DATE- 87
NOTE- 517p.
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Federal Aid; *Library Expenditures; Library Extension; Library Networks; *Library Services; Program Evaluation; *Public Libraries; *State Aid; State Libraries
IDENTIFIERS- *Library Services and Construction Act; *Texas

This report summarizes the activities and results of library programs in Texas that received financial support in FY 1987 through the State Library's Statewide Library Development program, which included funds from both the state's general revenues and the Library Services and Construction Act (LSCA). Individual TItle I programs described include: (1) Project 1: Public Library Establishment; (2) Project 2: Areas with Inadequate Services (Public Library Reorganization, Regional Public Library Services, Interlibrary Loan and Reference Referral Network, Texas Reading Club, Statewide Video Project, Interlibrary Loan Referral Center Bibliographic Network, Continuing Education; (3) Project 3: Services to the Disadvantaged (Regional Public Library Systems, Public Library Services for Disadvantaged Populations); (4) Project 4: Library Services for the Blind and Other Physically Handicapped Persons; (5) Project 5: Centralized Acquisitions for State Institutions; (6) Project 7: Major Urban Resource Libraries; (7) Project 9: Services to Limited English-Speaking (Regional Public Library Systems, Public Library Services for Disadvantaged Populations); (8) Project 10: Services to the Elderly (Public Library Services for Disadvantaged Populations); (9) Project 11: Literacy Programs (Regional Public Library Systems, Public Library Services for Disadvantaged Populations); and (10) Project 13: Administrative Expenses for LSCA. Also included are reports on Title II, Project 1: Public Library Construction (Status Report); Title III, Project 1: Demonstrations of Interlibrary Loan; and Title III, Project 3: Establishing, Expanding, and Operating Library Networks (Demonstrations of Interlibrary Cooperation, Interlibrary Loan and Reference Referral Network, Texas Union List of Serials). (EW)

ED 293 590 JC 880 197

Clagett, Craig A.
Prince George's County Business Training Needs Assessment. ENSCAN88: Market Analysis Report MA88-4.
Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.
PUB DATE- Jan 88
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Community Surveys; Continuing Education; *Educational Needs; *Employer Attitudes; Inplant Programs; Needs Assessment; *Professional Development; Questionnaires; *School Business Relationship; School Community Relationship; *Staff Development; Two Year Colleges
IDENTIFIERS- *Maryland (Prince Georges County)

A collaborative study was conducted by representatives of the Prince George's Chamber of Commerce, the University of Maryland University College, and Prince George's Community College to identify the training and professional development activities most desired by county business leaders. Surveys were mailed to 5,000 of the 15,125 businesses located in Prince George's County, requesting information on the types of management and employee development training most needed, the businesses' present involvement in formal training programs, the preferred format for training, and ways in which educational institutions could promote business success in the county. Study findings, based on responses from 182 businesses, included the following: (1) nearly 60% of the responding firms indicated that their employees had participated in some form of formal education or training within the last year; (2) though only 37% of the respondents had formal in-house training programs, over 60% indicated a willingness to financially support employee professional development; (3) employee skills most in need of improvement were oral communication, interpersonal relations, and writing, with a majority of the respondents indicating a strong need for training in each of these areas; and (4) the most favored format for training was open-enrollment courses offered weekday evenings at college campuses or centers. The survey instrument and responses to open-ended questionnaires are included in the report. (EJV)

ED 293 603 JC 880 212

Odom, Bill R.; Graunke, Connie W.

SOLAR: A New Era in Academic Planning.

Florida State Dept. of Education, Tallahassee. State Board of Community Colleges.

PUB DATE- 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Advising; Admission Criteria; *Articulation (Education); College School Cooperation; Community Colleges; *Computer Oriented Programs; Higher Education; Information Dissemination; *Information Systems; Intercollegiate Cooperation; Program Development; State Programs; State Universities; *Statewide Planning; *Transfer Policy
IDENTIFIERS- *Florida

An overview is provided of the development of the statewide computer-assisted Student On-Line Advisement and Articulation (SOLAR) system in Florida. After providing background information on the history and current status of articulation and transfer in Florida and on a 1986-87 pilot study of the feasibility of implementing the SOLAR system, the paper explains the three major categories of information that have been incorporated into the system: (1) an overview of information on the transfer process, including guidelines applicable to all universities, application procedures, and the benefits of transferring with an associate degree; (2) general admissions requirements, including information on contacts for student admissions, housing and financial aid, estimated student costs, acceleration mechanisms, application deadlines, admission requirements, and a listing of programs with special admission requirements; and (3) course and admission requirements for a major, which offers students information on general education and upper-level requirements for any combination of community colleges and universities. The next section explains the features of the the state's computer system on which SOLAR is mounted. After explaining the seven steps involved in collecting and verifying information for SOLAR from the community colleges and universities, the paper considers database maintenance and the three-year schedule under which SOLAR is being implemented. Finally, concluding comments highlight the accomplishments to date of the SOLAR system. (MCB)

ED 293 631   PS 017 266

Dodge, Diane Trister; And Others
The Creative Curriculum for Early Childhood.
Creative Associates, Inc., Washington, D.C.
REPORT NO.- ISBN-0-934362-27-0
PUB DATE- Mar 88
NOTE- 384p.
AVAILABLE FROM- Teaching Strategies, P.O. Box 42243, Washington, DC 20015 ($39.95, plus $4.00 postage and handling. No charge for postage and handling on prepaid orders. Discount on orders over 20 copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; *Creative Teaching; *Early Childhood Education; *Learning Centers (Classroom); Parent Participation; *Teacher Role; Teaching Guides; Teaching Methods; Young Children
IDENTIFIERS- *Developmentally Appropriate Programs

This curriculum guide for teachers of young children provides a framework that sets forth the program's philosophy, goals, and objectives for children, as well as guidelines for teaching that address all aspects of a child's development (socio-emotional, cognitive, and physical). It attempts to offer teachers the guidance, support, and freedom to be creative and spontaneous with children. The curriculum focuses on helping the teacher provide a rich, carefully organized environment with opportunities for developmentally appropriate activities. After a general description of: (1) the philosophy and theory underlying the curriculum; (2) the goals and objectives; (3) the physical environment; (4) the teacher's role; (5) planning the daily program; and (6) the parent's role, the curriculum focuses on interest areas and describes in detail what and how children learn and the teacher's role in using each of the interest centers. These centers include blocks, house corner, table toys, art, sand and water, library corner, and outdoors. Two appendices include sample letters to parents and audiovisual resources for the curriculum. (PCB)

ED 293 689 SE 049 005

Nakayama, Genzo

Perspectives on Educational Settings and School Science Curricula in Japan Compared with the United States.

PUB DATE- May 87
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Science; Elementary Secondary Education; *Foreign Countries; *International Studies; Science and Society; *Science Curriculum; Science Education; Science Instruction; *Secondary School Science; *Sociocultural Patterns
IDENTIFIERS- *Japan

This paper was developed to describe and discuss the characteristics of educational settings and school science curriculum in Japan as compared with the United States. Three major aspects of the role of science education are presented. The first is the cultural and societal expectations placed on education. This represents external influences on education which, in turn, tend to affect the nature of school science curriculum. The second aspect is a description of the organization of the educational systems and school curricula in both countries. The purpose of this section is to compare the context and management of factors which help to define the nature of school science curriculum. The third part of this summary is an inside look at the science curriculum in Japan contrasted with a perspective on the nature of the science curriculum in the United States. A 26-item reference list and an appendix containing test score data in three tables and two figures are included. (TW)

ED 293 367 FL 017 344

Frank, Jane

Miscommunication across Cultures: The Case of Marketing in Indian English. Revised.

PUB DATE- May 87
NOTE- 32p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *Business Correspondence; Communication Problems; Contrastive Linguistics; English for Special Purposes; Higher Education; Intercultural Communication; *Language Variation; *Marketing; *North American English; Pragmatics
IDENTIFIERS- *English (Indian)

A study of intercultural business communication problems compared three examples of direct marketing sales letters similar in function, format, content, and targeted recipient but originating in different cultures (India, England, and the United States) and companies. The letters were directed to a single prospective purchaser of "Who's Who" directories. Grammatical, syntactic, and rhetorical features of the English used were examined, focusing on the pragmatic inferences in the discourse and particularly on distinctive differences in the Indian English. The report gives background for the study, notes some relevant discourse features of Indian English, outlines two approaches to pragmatic understanding in interactions, and presents the results of the comparisons. Increasing awareness of different communicative strategies used by bilingual non-native speakers of English has serious implications for linguistic theory, understanding of culture-specific communicative competence, and the applicability of pragmatic theories. Both the Gricean-based theories of pragmatic inference and those that are dependent on Western nations of "logical thinking" are limited in that they apply identical approaches to both monolingual and bilingual discourse and may not be descriptively or definitionally adequate. (MSE)

ED 293 382 HE 020 114

To Secure the Blessings of Liberty: Report of the National Commission on the Role and Future of State Colleges and Universities.

American Association of State Colleges and Universities, Washington, D.C.

SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; EXXON Education Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.

REPORT NO.- ISBN-0-88044-080-5

PUB DATE- Nov 86

NOTE- 62p.

AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 (members, $12.50; non-members, $15.50).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010) Reports - General (140)

DESCRIPTORS- Black Students; Blue Ribbon Commissions; *College Role; Dropout Rate; Economic Factors; Economic Progress; Educational Change; *Educational Needs; *Educational Opportunities; Educational Quality; *Equal Education; Futures (of Society); Higher Education; Hispanic Americans; Illiteracy; *Labor Force Development; Minority Groups; Poverty; Socioeconomic Influences; *State Colleges; State Universities; Teacher Education; Teacher Shortage

IDENTIFIERS- *Excellence in Education

An educational "'Marshall Plan' form the States," targeted to strengthen public schools and colleges at all levels and in every region of the country, is called for to prepare the American people for life in the 21st century. A number of social, political, economic and educational conditions, including the rising dropout and illiteracy rates, especially among minority groups, the rising poverty-stricken underclass, and the impending shortage of teachers, are cited as "storm signals." The effort that is called for includes the following requirements: (1) by 2001, the number of American adults with a college degree should go from 19% to 35%; (2) state colleges and universities must assume the leadership role in producing one million additional public school teachers needed during the next decade; and (3) state colleges and universities should direct academic resources and priorities toward cooperation with public schools and community colleges to reduce the high school dropout rate by 50% over 10 years. The report is presented in six chapters: "A Word to the American People," "Regarding Public Higher Education and Democratic Values," "Regarding Educational Opportunity in the United States," "Regarding Higher Education and Economic Development," "Regarding American Higher Education in an Interdependent World," and "A Word to State Colleges and Universities." Six appendices are provided: a list of the members of the Commission, a summary of conclusions and recommendations by chapter, background of the report, a listing of Commission staff, a summary of topics discussed at the regional seminars, and 23 references. A map foldout showing the locations of the nation's state colleges and universities is also provided. (KM)

ED 293 478 HE 021 434

Claxton, Charles S.; Murrell, Patricia H.
Learning Styles: Implications for Improving Educational Practices. ASHE-ERIC Higher Education Report No. 4, 1987.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-39-X
PUB DATE- 87
NOTE- 116p.
CONTRACT- 400-86-0017
AVAILABLE FROM- Association for the Study of Higher Education, 1 Dupont Circle, Suite 630, Washington, DC 20036 ($7.50 members; $10.00 nonmembers).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Change Strategies; *Cognitive Style; College Instruction; College Students; *Educational Practices; Higher Education; *Instructional Improvement; *Learning Theories; Minority Groups; Models; Research Needs; Research Utilization; *Teacher Student Relationship; Teaching Methods

Four approaches to examining learning styles of college students are reviewed, and the use of information about learning style in the classroom, student affairs, and in the overall college work setting is addressed. Areas where additional research is needed are identified, along with steps that colleges can take to enhance the learning process. Approaches to learning style found in the literature are examined at the following four levels: (1) personality, (2) information processing, (3) social interaction, and (4) instructional methods. It is noted that the research on instructional-preference models supports the idea that matching instructional methods to students' learning style can lead to improved learning. Additional research needs include: determining more about the learning styles of minority students; clarifying the effects of teaching methods that are incongruent with a student's style; and identifying the connections and interaction between style, developmental stage, disciplinary perspectives, and epistemology. Steps that colleges can take to enhance the learning process include publicizing classroom research findings, offering workshops, and sharing information about learning styles with students. (SW)

ED 293 492 IR 013 014

Boyd-Bowman, Susan
Towards Postmodernist Television: INA's Audiovisual Magazine Programmes.
PUB DATE- Jul 86
NOTE- 21p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aesthetic Values; Archives; Foreign Countries; *Innovation; Networks; Production Techniques; *Programing (Broadcast); *Public Television; Videotape Recordings; *Visual Aids
IDENTIFIERS- Audiovisual Archives; *Experimental Television; *France

Over the last 10 years, French television's Institute of Audiovisual Communication (INA) has shifted from modernist to post-modernist practice in broadcasting in a series of innovative audiovisual magazine programs about communication, and in a series of longer "compilation" documentaries. The first of INA's audiovisual magazines, "Hieroglyphes," was produced in 1975. Primarily a visual collage, the one-hour weekly program consisted of a series of 10- to 12-minute self-contained, authored films, each with a brief voice-over explaining its provenance, but no linking of disparate items. "Rue des Archives," which followed two years later, was made on video, with individual directors constructing essays entirely from archival materials. The result was a highly impressionistic series of montages. In the third series, "Juste une Image," INA continued its evolution toward a cultivation of the image for its own sake by emphasizing video effects and dispensing with commentary. Materials used in the series included video art, film-makers' work in progress, archival photographs, television from other countries, animation and other special effects, "hieroglyphic" moments from the television archives, and classic cinematic moments. The evolution of INA's audiovisual magazines manifested various shifts in broadcasting technology, in cultural production, in theory, and in aesthetics. Thirty-two end notes/references are listed. (CGD)

ED 293 506 IR 013 028

D'Acci, Julie
"Woman," Television and the Case of "Cagney and Lacey."
PUB DATE- Jul 86
NOTE- 56p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986). Footnotes are not included.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiences; *Broadcast Television; *Characterization; Content Analysis; *Cultural Images; *Females; *Programing (Broadcast); Television Research; *Womens Studies
IDENTIFIERS- *Cagney and Lacey; United States

This investigation of some of the meanings of "woman" that are produced and negotiated in the interaction of television representations, viewer receptions, and the historical/industry context focuses on the "Cagney and Lacey" series--produced in the United States--as a particular instance of the cultural production and negotiation of the meanings of "woman." A study of the development of the series is used to demonstrate the ways in which several discourses and discursive practices, each with their own investments in specific ideals of "woman" and "femininity," interact to produce a variety of interpretations of the characters, to produce a general discourse of multiple definitions of "woman" and "femininity," and to construct a woman's audience for the series. A type of history of the series is also constructed by investigating several discourses and discursive practices, the television industry, publicity, the contributions of individual participants in the production process, the mainstream press, the reception of the television audience, and the U.S. Liberal Women's Movement. Intended to document the ways in which many participants, with both subjective and institutional stakes in particular and differing definitions of "woman" and "feminine," compete to articulate the representational and empirical possibilities of those categories, the paper concludes that this series holds open at least the possibilities of multiple meanings of "woman." (CGD)

ED 293 578 JC 880 176

Building Communities: A Vision for a New Century. A Report of the Commission on the Future of Community Colleges.
American Association of Community and Junior Colleges, Washington, D.C.
PUB DATE- 88
NOTE- 58p.
AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Circle, NW, Suite 410, Washington, DC 20036 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; College Administration; College Curriculum; *College Environment; College Faculty; *College Instruction; *College Role; College School Cooperation; Community Colleges; Educational Change; *Educational Objectives; Futures (of Society); Governance; Intercollegiate Cooperation; Leadership; Outcomes of Education; *School Community Relationship; Two Year Colleges; Two Year College Students

Resulting from an 18-month study of the history, current status, and future of the two-year college, this report analyzes and presents recommendations concerning all major aspects of the comprehensive community college. Part I advocates the development of a clearer and more sophisticated definition of the mission of the community college, proposing "Building Communities" as a new rallying theme. Part II underscores the obligation of community colleges to serve a diversity of students and highlights the roles of instructional faculty as mentors and scholars. Part III sets forth four academic goals to be pursued within the community college curriculum, i.e., literacy for all students, a core of common learning, preparation for work, and education for lifelong learning. Part IV offers recommendations for ensuring quality instruction through active and collaborative learning, rewards for teaching excellence, and a new perspective on evaluation. This section also urges community college educators to accept the challenge of using technology effectively to improve learning, reduce attrition, and encourage innovation. Part V considers noninstructional ways of "building community" on-campus through orientation programs; student support services; efforts to break down barriers between students based on age, race, or ethnicity; development of global/international awareness; and service projects in the community. The last two parts explore ways community colleges can strengthen their connections with public schools, senior colleges, and employers, and examine the leadership requirements of the community college of the future. (EJV)

ED 293 661 PS 017 330

Dickens, Wenda J.; And Others
The Early School Years Project: Early Childhood Intervention in the Inner City.
Winnipeg School Div. Number 1, Manitoba (Canada).
PUB DATE- Apr 88
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Economically Disadvantaged; *Enrichment Activities; Foreign Countries; Kindergarten Children; *Parent Participation; Parents; Preschool Children; Program Descriptions; *Program Effectiveness; Program Evaluation; *Program Implementation; *Urban Areas
IDENTIFIERS- *Manitoba (Winnipeg)

The purpose of this report is to examine program implementation and effects during the first 2 years of Winnipeg, Manitoba's Early School Years Project. The project included components on early childhood classrooms, home learning, parents, and parent/child centers. It was designed to provide educational enrichment to the parents and nursery and kindergarten children of families in the downtown core area of Winnipeg. To ascertain how well these goals were accomplished, data were gathered from a number of sources, including staff interviews, student testing, and student records. Findings are summarized in sections on processes and effects. The section on processes discusses the level of project implementation and compares the project classrooms to control classrooms. The section on effects examines the impact of the project on students and their parents. It is concluded that the Early School Years Project is a comprehensive educational program that addresses language development in the early years, and brings about meaningful involvement of parents in their children's learning. In addition, the program has demonstrated an innovative approach to the involvement of parents in the learning process; a framework that emphasizes the importance of planning in implementation, training, and research design; and the need to build a strong and meaningful partnership with parents. (RH)

ED 293 705 SE 049 059

Waks, Leonard J., Ed.
Technological Literacy. Proceedings of the National Science, Technology and Society (STS) Conference (2nd, Washington, D.C., February 6-8, 1987).
PUB DATE- 87
NOTE- 374p.; Drawings, charts, and some small print may not reproduce well.
AVAILABLE FROM- STS Press, 102 Materials Research Laboratory, The Pennsylvania State University, University Park, PA 16802.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *College Science; *Educational Technology; *Elementary School Science; Elementary Secondary Education; Environmental Education; Higher Education; *Science and Society; Science Curriculum; Science Education; *Secondary School Science; Social Studies; *Technological Literacy; Technology

This document contains 59 papers presented at a recent national conference dealing with the relationships among science, technology, and society (STS), with a particular emphasis on technological literacy. The papers deal with such topics as: (1) the concepts and frameworks of technological literacy; (2) STS and technological literacy at the higher education level; (3) STS and technological literacy in K-12 education; (4) technological literacy and women; (5) innovations in educational technology; and (6) challenges and critiques of STS and technological literacy. Introductory remarks by George Bugliarello and Rustum Roy, and an afterword by Leonard J. Waks are included. (TW)

ED 293 721 SE 049 105

Somers, Lee H.
Introduction to Scuba Diving. Diver Education Series.
Michigan Univ., Ann Arbor. Michigan Sea Grant Coll. Program.

SPONS AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

REPORT NO.- MICHU-SG-86-504
PUB DATE- 88
NOTE- 13p.; For related documents, see SE 049 103-104.
GRANT- NA85AA-D-SG045
AVAILABLE FROM- Michigan Sea Grant Publications, 2200 Bonisteel Blvd., Ann Arbor, MI 48109-2099 ($1.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Aquatic Sports; *College Science; Earth Science; Higher Education; *Marine Education; *Oceanography; *Recreational Activities; Science Education; Swimming; *Underwater Diving
IDENTIFIERS- *Informal Education

Scuba diving is often referred to as a "recreational sport." However, the term "sport" sometimes implies erroneous connotations and limits understanding. Scuba diving can be an avocation or a vocation. It is a pastime, a pursuit, or even a lifestyle, that can be as limited or extensive as one makes it. A persons level of commitment, degree of skill, and types of equipment all depend on what he/she wants out of scuba diving. This paper includes discussions of: (1) medical and health considerations; (2) physical fitness; (3) swimming requirements; (4) scuba diving courses; and (5) equipment requirements and costs. (CW)

ED 293 737 SO 018 577

Rix, Sara E., Ed.
The American Woman 1987-88: A Report in Depth.
Congressional Caucus for Women's Issues, Washington, DC. Women's Research and Education Inst.
REPORT NO.- ISBN-0-393-30388-8
PUB DATE- 87
NOTE- 350p.
AVAILABLE FROM- W. W. Norton and Company, 500 Fifth Avenue, New York, NY 10110 (paperback, $7.95; ISBN-0-393-02384-2, hardcover, $18.95).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Studies; *Economic Change; *Economic Status; *Females; Feminism; *Social Change; *Social Status; United States History; Womens Education; Womens Studies
IDENTIFIERS- *Political Implications

This book is the first edition of what is to be an annual report on the status of women in the United States. It presents information concerning changes in U.S. women's roles and analyzes the social and political consequences of these changes. This premier edition provides a broad overview of how women's lives have changed during the 20th century, with special emphasis on their roles in families and in the U.S. economy. Chapter titles and authors include: (1) "Women in Twentieth Century America: An Overview" (S. M. Evans); (2) "Women and the Family" (A. Cherlin); (3) "Women and the Economy" (N. Barrett); (4) "The Women's Movement in Recent American Politics" (M. L. Palley); and (5) "1986 in Review" (A. J. Stone). A section entitled "Women in Brief" includes a series of chapters that describe women in relation to business, the military, science, broadcasting, sports, unions, education, theatre, and reproduction alternatives and options and the status of black, latino, and immigrant women. Appendices include: (1) a statistical summary about U.S. women; (2) chapter notes; (3) references; (4) information about contributors; and (5) information about the Women's Research and Education Institute. Tables, figures, and pictures are included. (JHP)

ED 293 352 FL 017 328

Koike, Shohei
Rationality as the Basic Assumption in Explaining Japanese (or Any Other) Business Culture.
PUB DATE- May 87
NOTE- 23p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Communication; Cross Cultural Studies; Cultural Differences; *Cultural Traits; Economic Research; Foreign Countries; Higher Education; *Interpersonal Relationship; *Labor Force; Stereotypes; Work Attitudes
IDENTIFIERS- *Japan; Japanese People

Economic analysis, with its explicit assumption that people are rational, is applied to the Japanese and American business cultures to illustrate how the approach is useful for understanding cultural differences. Specifically, differences in cooperative behavior among Japanese and American workers are examined. Economic analysis goes beyond simple cultural stereotypes to explain behavior in different cultures, attributing behavior variations instead to differences in the relative prices of goods and services, values and beliefs that people act upon, and/or institutional constraints that have developed historically. Economic analysis allows interested observers to anticipate the behavioral patterns of workers and to study, empirically, changes in workers' values and beliefs and changes in the institutional setting. (MSE)

ED 293 407 HE 021 197

Adey, David, Comp.; And Others
Distance Education in Southern Africa Conference, 1987. Papers 7A: Late Submissions, Additional Papers.
South Africa Univ., Pretoria.
PUB DATE- May 87
NOTE- 154p.; Papers presented at the "Distance Education in Southern Africa: Preparing for the 21st Century" Conference (Pretoria, South Africa, May 18-21, 1987). Portions contain small print. For other volumes from this conference, see HE 021 188-196.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- Adult Students; Business; Case Studies; Curriculum Design; *Distance Education; *Educational Technology; Foreign Countries; Models; Multimedia Instruction; *Nontraditional Education; Postsecondary Education
IDENTIFIERS- *Africa (South); *University of South Africa

Six papers from the University of South Africa's Conference on Distance Education are presented. They include: "Teaching-Learning Models in Distance Education Using New Media" (Karlheinz Rebel); "Adult Learning in the Context of Development" (Jan R. Hakemulder); "Text Design in Distance Education: Print and Facilitating Adult Learning" (John Aitchison and Jenny Aitchison); "Distance Education and the Regime of Academic Literacy" (John Aitchison); "The Issues of Educational Technology and Curriculum Design" (Felicity Simmons); and "Interactive Multi-media Learning: A Business Case Study in Distance Learning" (Ray C. Johnson). (LB)

ED 293 421 HE 021 334

Hayman, Brian; And Others
A Comparative Study of Compensation of Faculty and Senior Administrative Personnel in Ontario Universities.
Hay Management Group, Toronto (Ontario).
SPONS. AGENCY- Council of Ontario Universities, Toronto.
PUB DATE- Feb 88
NOTE- 69p.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ontario M5S Canada.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *College Faculty; Comparative Analysis; *Compensation (Remuneration); Foreign Countries; *Fringe Benefits; Higher Education; Sabbatical Leaves; *Salary Wage Differentials; *Teacher Employment Benefits
IDENTIFIERS- *Council of Ontario Universities (Canada)

A study was undertaken to compare the compensation (salary, benefits and perquisites) of faculty and senior administrative personnel in Ontario universities with that of professionals in the private and public sectors. For senior, non-academic administrative personnel, the major findings were that: compensation practice across the 13 universities is sufficiently uniform that it is possible to generalize about the community as a whole; the most analogous positions are within the private sector rather than within government; and average total compensation is below the private sector average, with benefits as the only competitive component of the compensation package, and perquisites virtually non-existent. For faculty, the major findings were that: (1) there is essentially one academic job, the tripartite task of scholarship/research, teaching and service; (2) there are no analogous positions in the public or private sectors, but there are positions of equivalent job size; (3) as the role of the professor can be defined only within the context of the university, it is an organizational position; therefore, faculty compensation is compared with that of professional employees but not self-employed professionals; (4) on the basis of measured job content, compensation for academics at career midpoint falls below that of the comparator groups; (5) starting salaries for academics are considerably lower that those for jobs of equivalent size in the public and private sectors; (6) the high age threshold, low starting salaries and extended probation and maturation period combine to have a negative impact on career earnings of faculty; and (7) the "pay for maturity" practice results in a high correlation between age and compensation. (Author/KM)

Hoskins, C.; McFadyen, S.

Stimulation of National Television Program Production: A Canadian Success Story?

PUB DATE- Jul 86
NOTE- 27p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Industry; Childrens Television; Cultural Influences; Drama; Economics; *Financial Support; Foreign Countries; *Government Role; Grants; *Programing (Broadcast); *Technological Advancement; Television Research
IDENTIFIERS- *Canada; United States

This paper discusses Canada's response to international television programming competition, both directly from signals from the United States that are available over the air or by cable, and from foreign programming exhibited by Canadian broadcasters. Major topics discussed are: (1) failure of government regulation to induce significant Canadian drama, variety, or children's programming prior to the establishment of the Canadian Broadcast Program Development Fund (the Fund) in 1983, which is administered by Telefilm Canada; (2) provision and guidelines for the Fund; (3) economic incentive provided by the Fund; (4)justification of Fund subsidies from television production in terms of externalities associated with the cultural significance of the programming; (5) evaluation of the Fund experience; and (6) lessons from the Canadian experience with the Fund. It is concluded that the Canadian experiences with, and responses to, American and other competition, are becoming increasingly relevant to other countries, given the technological developments that are globalizing the market for television programming. (18 references) (CGD)

ED 293 535 IR 013 068

Meehan, Niall; Bell, Des

Public Service versus the Market--A False Polarity? The Case of Irish Broadcasting.

PUB DATE- Jul 86
NOTE- 51p.; Paper presented at the International Television Studies Conference (London, England, July 10-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Industry; Capitalism; Censorship; Economic Development; Financial Needs; Foreign Countries; *Government Role; Industrialization; Information Technology; Mass Media; *Political Influences; Public Policy; *Public Service; Telecommunications
IDENTIFIERS- England; *Ireland; Keynesian Economics; *Private Sector; United States

The challenge to public service forms of broadcasting posed by the adoption of neo-liberal communication policy strategies by a number of western European governments has presented the left with a dilemma. Traditionally these public corporations have been characterized as ideological instruments of class domination. Today, however, sections of the left have rallied around the public service ideal arguing that this is the last bulwark against the cultural barbarism of the marketplace. An examination of the development of public service broadcasting in the Republic of Ireland shows that the political economy of the media requires a more informed analysis of the complex relationships that obtain between the corporate state, capital, and public broadcasting, than is to be found at present in the critical literature. In Ireland today, the state's direct financial control over Radio Telefis Eireann (RTE) serves as an increasingly important instrument of political regulation of media content, reinforcing the effect of the existing censorship legislation. The current political campaign against this legislation and the struggle of the trade unions to defend jobs and services in the public sector media field must be linked to demands for an end to censorship and for an extension of access to communication resources. Television program output statistics for home produced programs and financial information on RTE are appended. (21 end notes, 15 references) (Author/CGD)

ED 293 550 IR 052 340

Capurro, Rafael

Epistemology and Information Science.
Royal Inst. of Tech., Stockholm (Sweden). Library.
REPORT NO.- TRITA-LIB-6023
PUB DATE- Aug 85
NOTE- 39p.; Stockholm Papers in Library and Information Science.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Epistemology; Existentialism; *Information Retrieval; *Information Science; *Models; *Theories; Theory Practice Relationship; Users (Information)
IDENTIFIERS- *Hermeneutics

These lectures consider the information concept as well as the epistemological foundations of information science. The first lecture discusses the epistemological roots of the information concept and the hermeneutical paradigm within modern epistemology. Particular attention is given to the roots of the information concept in everyday English. An example of the technical use of the term in medieval epistemology is provided and compared with the concept of "representation" in modern cognitive science. The second lecture discusses the paradigm of human understanding as developed by modern philosophical hermeneutics, and considers this paradigm in relation to information science in general, and information retrieval in particular. (54 references and notes). (Author/EW)

ED 293 617 PS 016 990

Status of Day Care in Canada 1986: A Review of the Major Findings of the National Day Care Study, 1986 = Situation de la garde de jour au Canada, 1986: Revue des principales conclusions de l'etude nationale menee en 1986.

National Day Care Information Centre, Ottawa (Ontario).

SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
REPORT NO.- ISBN-0-662-55267-9
PUB DATE- 87
NOTE- 18p.; For 1983 report, see ED 259 823; for 1984 report, see ED 261 789; for 1985 report, see ED 292 559.
LANGUAGE- English; French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- After School Programs; *Age Differences; Children; *Day Care Centers; Differences; *Family Day Care; Foreign Countries; Infants; *Preschool Children; Preschool Education; Regional Characteristics; School Age Day Care
IDENTIFIERS- *Canada; Infant Care; *National Day Care Study; Sponsors

Reviewed are major findings of the National Day Care Study (1986), a study intended to present to Canadians a general overview of day care services in Canada. Brief descriptions of major findings concern the increase in day care spaces, age groups served by day care programs, sponsorship of day care centers, day care spaces by province, and full-time day care spaces in Canada in relation to the number of day care age children of parents in the labor market. Tables provide data on: (1) the distribution of center spaces, family day care spaces, and day care centers by year; (2) spaces in day care centers and family day care homes by age of children served (1986); (3) sponsorship of center spaces for 1976, 1977, 1978, 1980, 1982, 1984, 1985, and 1986; (4) sponsorship of center spaces for 1985 and 1986; (5) interprovincial comparison of day care spaces; and (6) interprovincial comparison of day care spaces by auspices. Tables 7 through 10 give data on infant day care for children from birth through 17 months of age, and for children between 18 and 36 months; between 3 and 6 years; and between 6 and 13 years. The text is provided in both English and French. (RH)

ED 293 646 PS 017 303

Phyfe-Perkins, Elizabeth
Child Sexual Abuse: Guidelines for Protection and Prevention in Child Care Settings.

PUB DATE- Mar 88
NOTE- 10p.; Paper presented at the Annual Conference of the National Coalition for Campus Child Care, Inc. (Pacific Grove, CA, March 13-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Policy; Administrator Responsibility; *Administrator Role; *Child Abuse; *Crime Prevention; Early Childhood Education; Guidelines; Inservice Teacher Education; Parent Teacher Conferences; *Program Design; *Program Development; Safety; School Policy; *Sexual Abuse

This article for early childhood administrators specifies guidelines and issues to be considered in the implementation of a comprehensive child sexual abuse prevention program. It also offers some ideas for what should be done if an allegation of sexual abuse is made against a staff member of a child care facility. Discussion focuses on six aspects of the comprehensive prevention program, including: (1) classroom policies and strategies; (2) in-service teacher training, committee work, and orientation to all components of the prevention program; (3) a personal safety curriculum for children; (4) parent-teacher dialogues and meetings; (5) administrative policies and procedures; and (6) an administrator's plan for coping with an allegation of institutional child sexual abuse. It is concluded that much professional growth in proactive abuse prevention work can be achieved in preparation for instances of child abuse. Secondary outcomes of such preparation include increased staff awareness, professional engagement, program and policy development, evaluation of classroom practices, and protection of staff from allegations. (RH)

ED 293 675 RC 016 575

Rathge, Richard W.; And Others

Financial Strain among Farmers and Its Influence on Their Geographic Mobility.

North Dakota State Univ., Fargo. Dept. of Agricultural Economics.

SPONS. AGENCY- Department of Agriculture, Washington, DC. Office of Rural Development Policy.; North Dakota Agricultural Extension Service, Fargo.; North Dakota State Univ., Fargo. North Dakota Agricultural Experiment Station.
PUB DATE- Aug 86
NOTE- 28p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Salt Lake City, UT, August 26-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Change; Community Satisfaction; Cultural Influences; Dislocated Workers; Economic Climate; Economic Factors; *Family Mobility; *Farmers; Financial Problems; *Relocation; Rural Areas; *Rural Population
IDENTIFIERS- *Economic Impact; *Farm Crisis; Land Ethos; North Dakota

Data from a random sample of North Dakota full-time farm operators were used to determine the influence of farmers' financial circumstances on their geographic mobility intentions. Telephone interviews in the spring of 1985 obtained 933 useable questionnaires for a response rate of 77%. The study explored the magnitude of financial strain faced by North Dakota farmers, the relationship between farmers' economic stress and their perceived ability to remain in farming, and farmers' mobility intentions in the context of their financial situation. Mobility was defined to encompass both migration and commuting, and mobility intentions were determined by responses to a question which asked farm operators where they would look for jobs if they were to quit farming. Discriminant analysis was used to explore how effective various measures of financial strain and characteristics of the farm operators were in distinguishing mobility intentions. No significant relationship was found between financial strain and mobility intentions among farmers. The variables which best distinguished between farmers' mobility intentions were residential size and years of residence in community. Cultural, ethnic, and family background considerations may be key variables to investigate in order to better understand the relationship between financial strain and geographic mobility. (Author/JHZ)

ED 293 690 SE 049 023

Zoller, Uri; And Others
Goals' Attainment in Science-Technology-Society (S/T/S) Education: Expectations and Reality. A Probe Into the Case of British Columbia.
PUB DATE- 88
NOTE- 25p.; Graphs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Course Content; Decision Making; Environmental Education; Foreign Countries; Grade 11; High Schools; Problem Solving; *Science and Society; Science Curriculum; Science Education; *Science Instruction; *Secondary School Science; *Technology
IDENTIFIERS- British Columbia; Science Education Research

Based on the belief that students should have a better understanding of technology and science and their interaction with society, the course Science and Technology 11 (ST 11), was proposed in 1984 for students in grade 11 in British Columbia (Canada) who did not elect one of the existing science courses. In September 1986, this new STS course was implemented and taught to approximately 6,700 grade 11 students (about 18% of those at that grade level). A recent survey revealed that science teachers comprised 38% of the approximately 125 ST 11 teachers; Social Studies teachers and shop teachers each comprised 18.6% of the group. The ST 11 classes were reported to be almost evenly divided between a mix of academic-nonacademic students and nonacademic alone. This pilot study examined a number of questions related to the ST 11 effort. Among them were: Do S/T/S courses actually work? Does the reality match expectations as far as the goals of S/T/S education are concerned? Did the already implemented S/T/S courses have any meaningful impact on students with respect to their views on Science-Technology-Environmental-Society (STES) related issues? One of the specific conclusions reached by the study was that the ST 11 course did have an impact in the "desired" direction on the viewpoints/positions of senior high school students concerning the complex topic "science, technology and society." In general the findings implied that the attainment of S/T/S goals was feasible through the implementation of S/T/S courses within the science curricula. (TW)

Invitational Conference on College Prepayment and Savings Plans (Denver, Colorado, June 7-8, 1987). Summary.
College Entrance Examination Board, New York, N.Y.
SPONS. AGENCY- American Council on Education, Washington, D.C.; Education Commission of the States, Denver, Colo.; National Center for Postsecondary Governance and Finance, College Park, MD.
PUB DATE- Jul 87
NOTE- 31p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101-0886 ($10.00 for the conference summary and full proceedings).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; College Students; Educational Equity (Finance); Educational Finance; Financial Policy; Financial Support; Higher Education; Insurance; Investment; *Parent Financial Contribution; State Legislation; State Programs; Student Costs; *Student Financial Aid; Tax Credits; Taxes; *Tuition
IDENTIFIERS- Paying for College; *Savings; *Tuition Prepayment

Summaries of conference presentations on college savings and prepayment plans and related tax, policy, and social issues are provided. The conference objective was to communicate the issues to constituents with the most at stake: parents, students, and relatives; state and federal legislators and staff; and developers of plans for higher education institutions and consortia. Panel discussions and speakers include: (1) "Welcoming Address" (Donald Stewart); (2) "Panel 1: College Savings Plans" (Michael O'Keefe, Theodore Bracken, Ross Hodel, and Lawrence O'Toole); (3) "Panel 2: College Prepayment Plans" (Aims McGuinness, Shari Caprara, William Moore, and Robert Bowman); (4) "Panel 3: Investment Issues" (Richard Anderson, Arthur Hauptman, Troy Murray, and John Finnerty); (5) "Keynote Address" (Frank Newman); (6) "Panel 4: Tax, Regulation, and Policy Issues" (Richard Anderson, Arthur Hauptman, Leo Raskind, Lawrence Owen, and Eric Toder); (7) "Panel 5: Issues of Risk to Providers and Consumers" (Arthur Hauptman, Richard Anderson, Herman "Dutch" Leonard, Lucie Lapovsky, Loren Hart, James Scannell, Janet Hansen, and David Longanecker); (8) "Closing Address" (Robert Atwell); and (9) "Closing Session: Summary Comments and Future Directions" (Haskell Rhett, Richard Anderson, and Arthur Hauptman). (KM)

ED 293 436   HE 021 349

Henard, Ralph E.
Decision-Making and the Interface between Human Intelligence and Artificial Intelligence. AIR 1987 Annual Forum Paper.
PUB DATE- May 87
NOTE- 23p.; Paper presented at the Annual Forum of the Association of Institutional Research (27th, Kansas City, MO, May 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; *Computer Software; *Decision Making; Futures (of Society); *Higher Education; *Institutional Research
IDENTIFIERS- *AIR Forum; *Decision Support Systems

Possible future developments in artificial intelligence (AI) as well as its limitations are considered that have implications for institutional research in higher education, and especially decision making and decision support systems. It is noted that computer software programs have been developed that store knowledge and mimic the decision-making abilities of experts. In order to picture possible future developments in AI and the possible effects on institutional researchers, an exercise in creative imagination for decision-making in the year 2001 is presented. It is noted that AI expands the capacity for memory, recall, association, and other capacities of human intelligence. AI is limited in terms of the function of integration. In addition to integrating the individual aspects of the mind itself, human intelligence can integrate other functions such as the emotional, sensory, and experiential domains, all of which may be important in decision-making. The institutional researcher of the future may help design sophisticated AI software that will require knowledge across a number of disciplinary fields and the ability to integrate these fields with expert system decision-processing software. 33 references. (SW)

ED 293 451 HE 021 364

Nursing Education in Florida. Report 5. Report and Recommendations of the Postsecondary Education Planning Commission, 1988.

Florida State Postsecondary Education Planning Commission, Tallahassee.

PUB DATE- 25 Feb 88
NOTE- 103p.; Prepared in response to Specific Appropriation 537 of the 1987 General Appropriations Act (Chapter 87-98, Laws of Florida). Appendices may not reproduce well due to small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Allied Health Occupations Education; Allied Health Personnel; Certification; Higher Education; *Master Plans; Medical Education; Minority Groups; *Needs Assessment; *Nurses; *Nursing Education; Professional Personnel; Program Evaluation; State Surveys; *Statewide Planning
IDENTIFIERS- *Florida

As directed by the Florida State Legislature, the Postsecondary Education Commission examined Florida's needs in the area of nursing education. Following the executive summary, the introduction reviews the commission charge and activities. Major topics addressed include: the nursing profession (introduction, history, licensure, careers, and employment sites and salary structure); nursing education (nursing education history in the United States, accreditation, educational preparation and programs, male and minority representation, curricula, and articulation and career ladders); nursing programs in Florida (licensed practical nursing, registered nursing, graduate programs, minority representation); nursing manpower (national outlook and Florida outlook); and issues and recommendations (Florida nursing manpower needs, articulation and the career ladder, financial assistance, entry to practice, and minority representation). Among the 23 recommendations are the following: (1) at the undergraduate level in registered nursing (RN) education, the state should give priority to existing RN programs; (2) with the smaller pool of qualified applicants to nursing programs, caution should be exercised in selecting students in order to avoid raising students' expectations and investments in a course of study they may not be able to complete; and (3) to attract qualified individuals, colleges and universities should focus on developing alternative programs that provide quality preparation for registered nurse licensure. Three appendices list approved nursing programs in Florida, Florida Board of Nursing rules, and state and federal financial aid programs. 65 tables. (SM)

ED 293 465 HE 021 379

McClain, Charles J.
President's Report. Northeast Missouri State University.
Northeast Missouri State Univ., Kirksville.

PUB DATE- 87
NOTE- 35p.; For a related document, see HE 021 380. Photographs will not reproduce well.
AVAILABLE FROM- Northeast Missouri State University, Kirksville, MO 63501.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Educational Assessment; *Educational Objectives; *Educational Quality; Financial Support; General Education; Higher Education; *Institutional Mission; *Liberal Arts; School Attitudes; Social Change; *State Universities; *Student Development
IDENTIFIERS- *Northeast Missouri State University; Value Added

A report by the president of Northeast Missouri State University (NMSU) is presented. After discussing academic standards, five challenges that face higher education are considered: adjusting institutional goals to meet social change, renewing the emphasis on quality, helping students fulfill their potential, expanding the financial support for higher education, and changing the public's perception of education. NMSU replaced the undergraduate teaching degree with a 5-year Masters in Education program to provide a full liberal arts curriculum. The university's mission emphasizes general thinking skills and preparation for graduate or professional schools. NMSU has a value-added assessment program

whereby students are tested as incoming students, sophomores, and seniors. This public liberal arts and sciences university provides students strong experience in language, history, fine arts, mathematics, communication, and sciences. Many disciplines are starting mentor relationships between students and faculty members. Emphasis is placed on student learning outside the classroom through guest lectures, the fine arts, travel, and other activities. (SW)

ED 293 507 IR 013 029

Eke, Richard
Media Education Issues for Classroom Investigation in British Primary Schools.
PUB DATE- Jul 86
NOTE- 39p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Curriculum Development; Elementary Education; Foreign Countries; Mass Media; *Piagetian Theory; *Progressive Education; *Research Proposals; Television Research; Television Viewing; *Young Children
IDENTIFIERS- *Media Education; *United Kingdom; United States

This discussion of issues that merit investigation in British primary schools focuses on those issues that concern the links between pedagogic positions, the practices these involve, the media education issues that are thus addressed, the consequences for the activities of the learner, and the critical understandings these practices facilitate. It is noted that these issues are informed by two strands of arguments, i.e., the inadequacies of content-oriented provision of media education and the weaknesses of progressive proposals. Discussions of the issues are organized around three significant foci: (1) the children and their activities and responses in connection with any kind of media education provision; (2) teachers' perspectives on their curriculum arrangements, their concerns with mass media, and their thinking about children's learning; and (3) the classroom in action, including the practical arrangements, classroom negotiations, critical agenda, and a critique of content-bound provision. The development of a progressive model of primary media education based on a review of recent British proposals and recent American work of similar scope is then described, and a characterization of progressive primary media education based on a comparison of the proposals from both cultures is presented. A critique of the progressive model is then given, and the paper concludes by suggesting ways of enhancing this model. (19 references) (CGD)

ED 293 565 IR 052 358

Noe, Marie

Trailblazers, Stargazers. Program Guide for the Texas Reading Club, 1988.

Texas State Library, Austin. Dept. of Library Development.

PUB DATE- 88

NOTE- 116p.; For the 1987 program guide, see ED 282 569; for the planning handbook for reading clubs, see ED 282 568.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)

DESCRIPTORS- Authors; *Childrens Literature; Elementary Education; Films; Guidelines; *Handicrafts; *Library Services; Musicians; Program Development; *Public Libraries; *Reading Programs; *Recreational Reading; Scientists

IDENTIFIERS- Explorers; Inventors; *Texas Reading Club

This guide outlines the suggested program for 1988 for the Texas Reading Club, an activity sponsored cooperatively by local libraries and the Texas State Library to encourage children and their parents to read and use the library. The general theme, "Trailblazers, Stargazers," focuses on people who do new things, go new places, experiment, explore, and create. The guide provides activities, crafts, and lists of books and films on 10 aspects of the theme: general overview activities, exploration by sea, exploration by land, inventors, space exploration, scientists, artists, authors and poets, musicians, and exploration by air. An extensive bibliography and a filmography are also provided, as well as information on publicity, bulletin board ideas and patterns, and clip art for publicity. It is noted that "A Librarian's Handbook for the Texas Reading Club" provides additional guidance for the administration and implementation of a reading club program. (EW)

ED 293 591 JC 880 198

Clagett, Craig A.
Discipline Cost Analysis for Fiscal Year 1987. Report to the Board of Trustees, BT88-3.
Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.

PUB DATE- Dec 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Cost Effectiveness; Educational Finance; *Intellectual Disciplines; *Program Costs; Teacher Salaries; Two Year Colleges; *Unit Costs

Using a cost analysis system developed by the Maryland State Board for Community Colleges, this report presents information on cost per course, cost per student credit hour, and cost per full-time equivalent (FTE) student for each instructional discipline at Prince George's Community College (PGCC). Total cost figures are the sum of faculty compensation, additional direct instructional costs (including classroom or laboratory supplies and equipment), and indirect or overhead costs. Selected findings include the following: (1) in fiscal year 1987, the total cost per credit hour was $111.99, while the cost for credit coursework per FTE student was $3,360; (2) faculty compensation represented 44% of the total cost, while overhead represented 53%; (3) cost per FTE student rose steadily from $1,973 in 1980 to $3,118 in 1987; (4) general education courses in the arts and sciences were more expensive than occupational or continuing education courses; (5) community services noncredit courses cost $2,520 per FTE in 1987, representing a 9% increase over the previous year; (6) total cost per FTE student was highest in Physical and Health Education, Health Technology, and Engineering Technology, and lowest in Developmental Studies, Social Services, and Business and Management; and (7) PGCC spent substantially less per student to deliver credit courses than both the average of the six largest community colleges in the state and the overall statewide average. A discussion of the determinants of direct costs is included in the report, as well as data displays showing costs by discipline. (EJV)

Giddan, Norman S.
Community and Social Support for College Students.
REPORT NO.- ISBN-0-398-05426-6
PUB DATE- 88
NOTE- 239p.
AVAILABLE FROM- Charles C. Thomas, Publisher, 2600 South First Street, Springfield, IL 62794-9265 ($29.75).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- Academic Advising; College Students; *Counseling; Counselor Evaluation; Counselor Training; Higher Education; Paraprofessional Personnel; *Peer Counseling; Peer Relationship; Program Evaluation; *Self Help Programs; *Social Support Groups; *Student College Relationship; *Student Development

This overview of peer counseling and self-help groups in contemporary higher education examines current practices and offers recommendations for program development. Section I looks at the historical background and current context of campus peer counseling and social support programs; types and functions of self-help groups; student paraprofessionals and peer counselors; and trends in academic advising, residence hall programs, and other social support approaches. Section II looks at peer training, offering information on curricula and workshops that have been developed to train social support leaders or peer counselors in leadership, confrontation, conflict resolution, and alcohol and drug abuse counseling. Section II also reviews research on the efficacy of social support on campus and provides descriptions of alternative approaches to evaluation. Section III draws upon research on and theories of the psychological, social, and intellectual development of college students to provide program development guidelines,

covering planning; assessment and needs; goals and objectives; recruitment, selection, training, supervision, compensation, and evaluation of peer counselors; and ethics and standards. Finally, Section IV examines trends and directions in campus programs; it consists of five essays dealing respectively with ethical issues, paraprofessional academic programs, collaborative learning, peer mentoring as a student retention strategy, and campus ministry. (EJV)

ED 293 632 PS 017 270

Smith, Anne B.

Education and Care Components in New Zealand Childcare Centres and Kindergartens.

PUB DATE- Jan 88
NOTE- 18p.; This study was supported by a grant from the New Zealand Social Science Research fund.
AVAILABLE FROM- Australian Journal of Early Childhood, A.E.C.A., P.O. Box 105, Watson, Australian Capital Territory 2602, Australia.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; Comparative Analysis; *Day Care Centers; *Educational Practices; Foreign Countries; *Kindergarten; *Teacher Behavior
IDENTIFIERS- New Zealand; *Similarities

This study explored the issue of whether kindergartens and child care centers differed in terms of educational and caregiving components. Participants were 60 children between 3 and 4 years of age who attended child care centers or kindergartens in Dunedin, New Zealand, and 25 staff members of the programs. Interval-type observations of teachers' and children's interactions and activities were conducted. Findings indicated far more similarities than differences between staff behavior in the two types of programs. While center staff did more caregiving with the child and kindergarten staff did more supervision, both supervision and caregiving could be considered part of the caregiving component. Differences were found between children attending the two different types of programs. Compared to children in kindergarten, children in full-time and combined child care programs talked more with their teachers and were more likely to be close to a staff member. Since amount of contact between children and staff is a very important predictor of a number of measures of development, it should be a matter of concern that children in state-funded kindergartens experienced less interaction with teachers, than did children in the other programs studied. (RH)

ED 293 706 SE 049 065

Sly, Carolie; And Others
The California State Environmental Education Guide. A Curriculum Guide for Kindergarten through Sixth Grade.
Alameda County Office of Education, Hayward, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-88067-000-2
PUB DATE- 88
NOTE- 332p.; Photographs and drawings may not reproduce well.
AVAILABLE FROM- Alameda County Office of Education, Media Sales, 313 West Winton Avenue, Hayward, CA 94544-1198 ($17.95 plus tax).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Science; *Environmental Education; *Experiential Learning; *Interdisciplinary Approach; Language Arts; Science and Society; *Science Curriculum; Science Education; *Social Studies; State Curriculum Guides
IDENTIFIERS- California; *Environmental Education Programs

The purpose of this guide is to provide teachers and other educators with classroom lessons and instructional techniques that build a fundamental understanding of the environment. The guide is aimed at grades kindergarten through sixth and consists of eight instructional units and six action projects. Each unit is organized around a theme and the lessons within each unit build upon each other sequentially to provide an increasingly sophisticated understanding of the theme. Lessons are based upon concepts that are taken directly from the California State Department of Education frameworks. All units attempt to integrate content areas, consider developmental levels of learning and learning styles, and balance content and learning processes. The units cover such topics as: (1) diversity of life; (2) homes and habitats; (3) earth supporting life; (4) caring for the environment; (5) communities and cultures; (6) adaptation and variation; (7) energy; and (8) fostering a healthy environment. The six action projects are designed to provide teachers and students with ways to participate in a cycle of investigation, action, and reflection. Action projects address concerns that are closely related to the themes of the instructional units. (TW)

ED 293 738 SO 018 627

Saarinen, Thomas F.

Centering of Mental Maps of the World. Discussion Paper Series 87-7.

Arizona Univ., Tucson. Dept. of Geography and Regional Studies.
SPONS. AGENCY- International Geographical Union.; National Geographic Society, Washington, DC.
PUB DATE- Sep 87
NOTE- 59p.; Map illustrations may not reproduce well.
AVAILABLE FROM- Department of Geography, University of Arizona, Tucson, AZ 85721 ($5.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Geographic Materials (133) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cartography; *Cognitive Mapping; Cognitive Processes; Geographic Concepts; Higher Education; *Maps; Social Studies; *World Geography

Every map depicts both objective realities and subjective elements and is a rich resource for studying the geographic knowledge and values of mapmakers and their societies. This paper considers cognitive mapping research and describes how world maps reflect world images. Cognitive mapping is defined as a process that allows people to acquire, code, store, recall, and manipulate information about the nature of their spatial environment. A history of world mapping and cognitive processes in mapping is presented, and an analysis of how current mental maps of the world are centered, based on a worldwide sample of student sketch maps, is described. Results indicate that sketch maps were either Eurocentric, Sinocentric, or Americentric, and examples of these maps are used to illustrate differences in images and the centering of countries. The English colonial mentality and Eurocentric image of the world still remain dominant in many places, and this suggests a lag time between political change and its reflection in world images. Seven data tables, 25 maps, and a 59-item bibliography are included. (JHP)

ED 293 368 FL 017 350

Botha, H. Ludolph; Puhl, Carol A.
A Comparison of Krashen's L2 Acquisition/Learning Theory and Lozanov's Suggestopedia.

PUB DATE- Jan 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Aptitude; *Affective Behavior; Comparative Analysis; Educational Environment; *Learning Theories; *Linguistic Theory; Neurological Organization; *Second Language Learning; *Suggestopedia; Teaching Methods
IDENTIFIERS- *Krashen (Stephen)

Stephen Krashen's L2 (Second Language) Acquisition/Learning Theory and Georgi Lozanov's method of teaching through suggestion are compared in both their underlying theories and classroom applications. The seven component hypotheses of Krashen's theory and their neurological implications are analyzed for their agreement or disagreement with the premises, principles, and means of Lozanov's Suggestopedic approach. Considerable agreement is found on issues such as input, rules, affect, teacher role, psychological needs of the language learner, and the philosophy of engaging the learner beyond the cognitive domain. The work of both is seen to affirm the recent pedagogical shift toward a richer, more open, more comfortable environment as the most effective way for educators to optimize the natural human capacity for language acquisition. It is suggested that the similarity in conclusions made by Lozanov, a physician, and Krashen, a linguist, confirms that there are common denominators in second language teaching based on sound neurological and applied linguistic principles and underscores the ingenuity of the way language is taught communicatively by Suggestopedia. (MSE)

ED 293 479 HE 021 435

McDade, Sharon A.
Higher Education Leadership: Enhancing Skills through Professional Development Programs. ASHE/ERIC Higher Education Report No. 5, 1987.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC
REPORT NO.- ISBN-0-913317-40-3
PUB DATE- 87
NOTE- 138p.
CONTRACT- 400-86-0017
AVAILABLE FROM- ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept. G4, Washington, DC 20036-1183 ($10.00, nonmembers; $7.50, members).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Administrator Responsibility; Administrators; Career Ladders; *College Administration; Conferences; Higher Education; Institutes (Training Programs); *Leadership; *Management Development; Meetings; Professional Continuing Education; *Professional Development; Seminars; Skill Development; Staff Development; Workshops

The responsibilities and skills of college administrators and training needs and programs are discussed. After tracing typical career paths of administrators, skills and knowledge that they need are identified, based in part on similar positions from government, service organizations, and the military. The list of administrators' responsibilities also serves as a checklist for analyzing professional development needs. Specific responsibilities are indicated under the heading of visions, goals, and action; responsibility for operations; and responsibility for people. The different programs available nationwide are identified and organized into four types of models based on educational mission and goals and length: national institutes and internships; administrative conferences; conventions; and workshops, meetings, and seminars. Other ways to categorize programs include participant's job level, functional area, and content. Uses, benefits, and problems of professional development programs are also considered. Recommendations are offered for implementing a cohesive on-campus program to coordinate overall staff development, from middle managers to institutional leaders. 112 references. (SW)

ED 293 493 IR 013 015

Broddason, Thorbjorn; And Others
Favourite Country as a Measure of Television-Mediated World View.
PUB DATE- Jul 86
NOTE- 30p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Attitude Change; Attitude Measures; Foreign Countries; Intermediate Grades; Junior High Schools; Longitudinal Studies; *Mass Media Effects; Preadolescents; Questionnaires; *Social Structure; Surveys; Television Research; *Television Viewing
IDENTIFIERS- *Iceland

This report on a study conducted in Iceland to determine the relationship between mass media--especially television--and the attitudes of preadolescents and adolescents toward foreign countries begins by reviewing the following topics: (1) the history of television from its start in 1966 to the present in Iceland; (2) the origins of Icelandic television programs; (3) the question of "favorite country"; (4) the notion of cultivation theory; and (5) the social functions of video tapes. The research procedures and the results of three questionnaire-type surveys used with several hundred 10- to 15-year-old Icelanders (grades 4-9) in 1968, 1979, and 1985 are then discussed. This discussion covers the students' responses to questions on what country they would move to if they had to move away from Iceland; reasons for the student's choice were requested only on the 1985 survey. Also discussed are the cultivating effects of television as determined by a comparison of students' television-viewing habits and their choice of country, as well as how their preferences had changed over time, how they perceived the world around them, and the relationship between their world views and their use of the mass media. Tables summarize major findings from each of the surveys, and it is suggested that there has been an increase in the role of television as an agent of socialization and a corresponding diminution in the role of the school. Eleven tables and 29 references are included. (CGD)

ED 293 551 IR 052 341

Capurro, Rafael
Moral Issues in Information Science.
Royal Inst. of Tech., Stockholm (Sweden). Library.
REPORT NO.- TRITA-LIB-6024
PUB DATE- Aug 85
NOTE- 33p.; Stockholm Papers in Library and Information Science.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- *Access to Information; *Codes of Ethics; Computers; *Ethics; Foreign Countries; *Information Dissemination; *Information Science; Information Technology; *Moral Issues; Social Environment

This paper considers the ethical issues of the field of information science, particularly as they relate to the questions raised by the production, storage, dissemination, and use of specialized information through electronic devices, i.e., "reference databases" as well as "source databases." The topics considered include various aspects of ethics in research, in the teaching of information science, and in information work, including confidentiality of information, bias of information presented, and ethical problems encountered by information brokers and online vendors. In addition, the broader social implications of computer technology are considered within the proposed framework of "communicative ethics." (42 references and notes) (EW)

ED 293 579 JC 880 177

Baldwin, Anne

Dual Enrollment: A Longitudinal Study of the 1982-83 Cohort. Research Report No. 88-04.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

PUB DATE- Feb 88
NOTE- 66p.; Some data tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academically Gifted; Community Colleges; *Dual Enrollment; Enrollment Trends; Followup Studies; *High School Students; Longitudinal Studies; *Outcomes of Education; Student Characteristics; Two Year Colleges; Two Year College Students

For many years, a dual enrollment program for academically talented high school students has been offered at Miami-Dade Community College (MDCC), permitting approved students to take up to 25 credit hours each year to simultaneously satisfy high school graduation criteria and MDCC associate degree requirements. The program helps fulfill the mission of the college to provide challenge and stimulation to gifted students. An examination of dual enrollment data from 1970-71 through 1985-86 and the transcripts of 376 fall 1982 dual enrollees who later attended MDCC revealed the following: (1) program participants from Dade County high schools took between five and six credits per year at MDCC; (2) in 1985-86, 78% of the grades made by dual enrollment students at MDCC were at least satisfactory (C or better); (3) in 1985-86, 167 different courses were taken by dual enrollees, with the heaviest concentration in the fine and applied arts; (4) 66% of the program participants in 1985-86 were White, 20% were Hispanic, and 8% were Black; and (5) as of winter 1986-87, 31% of the fall 1982 dual enrollees had graduated from MDCC, 16% were still attending MDCC, and 53% had left the college. The study report includes background information about dual enrollment programs nationally and in Florida, 14 data tables on enrollees, 7 appendixes providing supplementary tables and relevant forms, and a 20-item bibliography. (EJV)

ED 293 647 PS 017 304

Peskin, Marietta
Are Social and Economic Changes in Family Patterns Dictating the Frequency and Curriculum of All-Day Kindergartens?
PUB DATE- 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Childhood Needs; *Curriculum Development; Economic Factors; Educational Practices; *Educational Quality; *Individual Development; *Kindergarten; Primary Education; Research Needs; *Social Influences
IDENTIFIERS- *Full Day Programs

In most cases, the pervasive establishment of all-day kindergartens was premature. A review of existing studies on the impact of all-day kindergarten indicated that the issue has been inadequately investigated, and that inconsistent findings have been reported. In particular, there is a dearth of empirical research that defines the effect of all-day kindergarten on middle-class children, especially those scoring in the lower third of readiness criteria. In general, very few of the results from experimental research have implications supportive of the majority of all-day kindergartens. Current all-day programs are built on the prototypic academically prepared, highly verbal child who comes to school free of emotional and social stress and has a high level of energy and endurance. Although young children need developmentally appropriate and nurturing care and parents are under the impression that the schools provide developmentally appropriate programs, the quality and appropriateness of the majority of all-day kindergarten curricula have yet to be substantiated. However, sufficient principles, guidelines, and policies exist for guiding the development of appropriate curricula for all-day kindergarten programs. A program that is carefully planned and properly executed holds potential benefits for most children and should be offered as an option. (RH)

ED 293 662 PS 017 334

Parents: The Missing Link in Education Reform. Hearing Before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (Indianapolis, Indiana, November 16, 1987).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 88
NOTE- 134p.; Contains some pages of small type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-06453-6, $3.50).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acceleration (Education); *Community Programs; Educational Change; Educational Legislation; Educationally Disadvantaged; Elementary Education; Hearings; Middle Schools; *Models; *Parent Participation; Program Descriptions; *Program Implementation; *State Programs; Teacher Role
IDENTIFIERS- Congress 100th; *Parents as Teachers

A hearing was held to discuss models for successful parent involvement in education and to bring attention to several state and local programs that facilitate home-school partnerships. Two panels of witnesses from several states testified about: (1) teacher's ways of involving parents in the classroom; (2) ways in which parental involvement can help a school system; (3) ways in which the Chicago Public Schools have systematically alienated parents; (4) barriers to active parent involvement and ways of eliminating the barriers; (5) the Parents as Teachers concept, including an executive evaluation summary of Missouri's New Parents as Teachers Project and the text of the Missouri Early Childhood Development Act; (6) parent involvement in schools that aim to accelerate disadvantaged students' learning to grade level; (7) barriers and successes of parent involvement in major reform of middle schools; (8) the Parents in Touch program for increasing parent involvement in parent/teacher conferences; (9) outcomes of the mandating of parent involvement through election to school advisory councils serving South Carolina Schools; (10) the Home Instruction Program for Preschool Youngsters (HIPPY); and (11) state department of education parent involvement activities. Included are views of the Indiana Congress of Parents and Teachers and case summaries of problems parents have faced in encounters with school bureaucracies. (RH)

ED 293 722 SE 049 109

AUTHOR Schlenker, Richard M.
TITLE How Beans Grow.
INSTITUTION Dependents Schools (DOD), Washington, D.C.
PUB DATE May 88
NOTE 11p.; Photographs may not reproduce well.
LANGUAGE English
EDRS PRICE MF01/PC01 Plus Postage.
PUB TYPE Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS Behavioral Objectives; *Biological Sciences; Botany; *Elementary School Science; Elementary Secondary Education; *Experiential Learning; *Instructional Materials; Laboratory Equipment; *Plant Growth; *Science Activities; Science Education; Science Experiments; Secondary School Science; Teaching Methods

This life science activity module was designed to facilitate student conceptualization of plant growth. It is intended for use primarily in elementary grades but may be useful at higher grades. It provides students with hands-on experience and observational skill development. The package provides: (1) a teacher background sheet; (2) an activity cover sheet; (3) an activity sheet intended for use by teachers; and (4) a question and answer sheet for use in the upper grades. The activity cover sheet and the activity sheet have been designed like a lesson plan. (CW)

ED 293 353 FL 017 329

Hundley, James E.
The U.S. Hispanic Market: An Overview.
PUB DATE- May 87
NOTE- In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consumer Economics; *Cultural Traits; *Demography; Educational Background; *Ethnic Groups; Family Size; Group Unity; Hispanic American Culture; *Hispanic Americans; *Language Usage; *Marketing; Mass Media; Standard Spoken Usage
IDENTIFIERS- Store Coupons

A review of the American Hispanic market looks at the size and characteristics of the Hispanic population and its economic patterns. It begins by examining separate markets and cultural groups and the issue of whether the market is assimilating or internally homogeneous. General and ethnic-related demographics are then examined, including data on median income, median age, household size, education, and occupation. Cultural characteristics such as sex roles and significant holidays and festivities are outlined, and Hispanic consumer behavior is analyzed, including spending patterns, shopping habits, brand loyalty, and use of coupons. Observations are made about reaching the Hispanic community through marketing, making community involvement work for business, and the effectiveness of mass media in accessing the Hispanic population. (MSE)

ED 293 383 HE 020 115

Ostar, Roberta H., Ed.
The Partnership Model: A Family Perspective on College Presidency.
American Association of State Colleges and Universities, Washington, D.C.
REPORT NO.- ISBN-0-88044-078-3
PUB DATE- 86
NOTE- 148p.

AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 (members, $14.50; non-members, $17.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Presidents; Family (Sociological Unit); Family Life; *Family Role; Females; Higher Education; Questionnaires; Sex Role; *Spouses; State Colleges

This collection of essays, which concern the evolving role of the spouses and families of college presidents, traces the evolution of both the spouses' program of the American Association of State Colleges and Universities (AASCU) and the issues and interpretations surrounding the spouse's role. The following are included: (1) "The President's Spouse: The University's Added Dimension" (David Riesman); (2) "Great Expectations: The Spouses' Role in the Presidential Partnership" (Lloyd Watkins, Fred J. Taylor, and Alan Guskin); (3) "Partners Still!" (Marguerite Walker Corbally); (4) "Limited Partnership: Expectations of the President's Spouse Who Is Male" (Joel Siegel, Horace Chandler, and Daniel Preska); (5) "Junior Partners: The President's Children--Their Point of View" (M. Francis Lucas); (6) "Partnership in the Presidency: Past, Present, and Future Possibilities" (Judith Sturnick); (7) "The University Presidential Spouse in America" (Roberta H. Ostar); (8) "President to Spouse: Woman to Women" (Betty L. Siegel); (9) "The First Year Can Set a Pattern: Advice to the New College President's Spouse" (Grace Fulkerson); (10) "What Would You Do If...?" (Janice Taylor); and (11) "Report and Perspectives: The Third Survey of AASCU Spouses" (Meredith J. Ludwig and Roberta H. Ostar). Three appendices provide a chronological history of the AASCU Spouses' Programs, and AASCU spouses 1986 survey committee, and the 1986 survey form. Thirteen figures provide data on the spouses in the 1986 survey. (KM)

ED 293 408 HE 021 217

Yang, Meng

Developments and Reforms of Graduate Education in the People's Republic of China.

PUB DATE- Dec 87

NOTE- 11p.; Paper presented at the Annual Meeting of the Council of Graduate Schools (27th, Washington, DC, December 1-4, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cooperative Programs; *Doctoral Degrees; *Educational Change; Educational History; Educational Quality; Enrollment Trends; Foreign Countries; *Graduate Study; Higher Education; *International Educational Exchange; *Masters Degrees; Part Time Students; Public Policy; Research Universities

IDENTIFIERS- *China

Graduate education in the People's Republic of China is discussed with attention to: historical developments, criteria and trends in enrollment, selection/approval of degree-granting institutions, reforms in graduate education, and international exchanges. Trends in graduate enrollments and degree awards since the Cultural Revolution are briefly covered. As of 1987, there were 238 institutions, with 1,830 disciplines that have been authorized to confer doctoral degrees, while 545 institutions are authorized to confer master's degrees with 6,407 disciplines. Present policy focuses on improving the quality of Chinese graduate education. One emphasis is linking teaching, scientific research, and national economic development. Developments in graduate education include: candidates for the master of art's degree cannot exceed the age of 35, while doctoral candidates cannot be older than 40; 141 institutions of research and higher learning offer degree programs to part-time graduate students who have at least 2 years of working experience; and more than 200 Chinese universities and research institutions have exchange relationships and joint research programs with about 150 U.S. research and higher education institutions. (SW)

Jenkins, Patricia
Definitions and Re-Defining Media Studies in Further Education: The New Curricula, Media Studies and State Control.
PUB DATE- Jul 86
NOTE- 28p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Films; History; *Mass Media; Qualifications; *State Agencies; Student Development; Television Research; Unemployment; *Vocational Education; *Young Adults
IDENTIFIERS- *England; *Media Education; State Control

This paper, which explores the efforts made by teachers and others in England to promote the study of the media in formal education structures, begins by presenting a brief introductory overview of key historical events in media studies that have affected its identity and evolution. The paper investigates, in particular, post-16 further education in terms of the influence of the state in redefining media education, including its function, its curriculum content, and its pedagogic methodology. The central problem in media studies is addressed by examining the dichotomy between a teachers' fight for access to resources and curriculum space for media studies by constructing a syllabus or recommending the adoption of an already existing syllabus, and gaining curriculum space within other studies, e.g., English, sociology, or general or liberal studies. It is recommended that continued efforts be made to establish the study of the mass media as a valid and serious area of work, and to raise the profile of media studies nationally. A selected chronology of vocational education and related policy events from 1851 through 1982 is appended. (17 references) (CGD)

ED 293 536 IR 013 070

Michaels, Eric

Aboriginal Media History: An Inverted Sequence.
PUB DATE- Jul 86
NOTE- 29p.; Paper presented at the International Television Studies Conference (London, England, July 10-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- *Cultural Influences; Ethnology; Foreign Countries; *Graphic Arts; History; Intellectual Property; *Literacy; Media Research; Non Western Civilization; Social Influences; *Symbolic Language; Television; *Videotape Recordings; Written Language
IDENTIFIERS- *Aboriginal People; *Australia; Cosmology; Development Communication; Oral Tradition

This paper describes the unique development of media histories among developing peoples as compared to the western world's media development sequence from orality to literacy, print, film, and electronics. The fallacy of unilineal cultural evolution is presented, reviewed in terms of how it persists in current theories of media history, and then reconsidered from the standpoint of an Australian aboriginal (Warlpiri) society which does not write in any familiar way. A detailed analysis of Warlpiri graphics as a medium and the reasons for the resistance to print-based literacy in this culture are presented. In addition, the paper offers an analysis of the popularity and influences of modern day video and television among/on these aborigines, especially in terms of video viewing and production. A concluding statement suggests that: (1) Warlpiri aborigines have perhaps discovered some comfortable analogies between their experience of video production and viewing and their own traditional graphic system; (2) this new inscription process is proving more accessible and perhaps less culturally subversive to people in those remaining enclaves of oral tradition; and (3) it is likely that Warlpiri people will develop greater sophistication in European genres and the interpretation of imported narrative fiction which will bring them closer to European readings. (18 references). (CGD)

ED 293 618 PS 017 050

Evaluation Study of Early Childhood Family Education: Report to the Legislature.

Minnesota State Dept. of Education, St. Paul. Div. of Development and Partnership.

PUB DATE- 1 Mar 86
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Involvement; Cost Effectiveness; *Criteria; Early Childhood Education; Educational Planning; *Educational Quality; Learning Activities; *Parent Education; Prevention; *Program Evaluation; Program Implementation; State Programs; *Young Children
IDENTIFIERS- *Early Childhood Family Education; *Minnesota

This document provides materials concerning the evaluation of Minnesota's Early Childhood Family Education Programs. Part I summarizes the findings and conclusions of evaluations conducted since the first six pilot programs began in 1975. Part II deals with the characteristics of successful, high quality programs and includes an instrument designed to assist school districts in self-evaluation of their programs. Criteria for assessing the quality of program components are delineated in the areas of community outreach and input, parent education, child centered activities, and program operation. Part III describes the rapid growth of the program. Accomplishments and concerns are noted in regard to the extent of participation, program administration, assistance to districts, advisory council representation and functions, interdistrict cooperation, facilities, and scheduling. Part IV suggests a plan for the collection of information needed to monitor and evaluate programs for program development and long-term evaluation purposes. A long-term evaluation strategy developed by Irving Lazar is described in the final section of the report. (RH)

ED 293 676 RC 016 576

Warmann, G. W.; Rice, Patricia
The Market for Extension Information in Virginia.
PUB DATE- Feb 88
NOTE- 16p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (85th, New Orleans, LA, January 31-February 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Farmer Education; *Delivery Systems; *Extension Education; Farm Management; Media Research; Outreach Programs; Periodicals; Rural Education; *User Needs (Information); User Satisfaction (Information)
IDENTIFIERS- *Technical Communication; Virginia; *Virginia Cooperative Extension Service

A telephone survey of a random sample of operators of mid-to large-size farms in Virginia was used to identify informational needs of the Virginia farm operator, to evaluate farmer perception of Virginia Cooperative Extension Service programs, and to gather data on the publications read and other media used by farmers. A total of 334 20-question surveys were completed, for a response rate of 56.7%. Many farmers surveyed (41.3%) were unsure of the type of information of greatest value to them in operating their farm or planning for the future. When asked to choose among selections on how Extension could best help them, 43% said by providing marketing information, 26% said through production information, and 21% said that financial information would help them. Farmers surveyed viewed the Extension Service as a valuable source of information. Extension was the most important source of production information for 41% of the farmers. Additional information sources were farm magazines, and other farmers. Considering the large number of respondents who had no strong opinion on how to solve their problems, it seems that there is a need for leadership, rather than reaction, from Extension. (JHZ)

ED 293 691 SE 049 024

Genshaft, Judy; Naglieri, Jack

A Mindset for Math. Techniques for Identifying and Working with Math-Anxious Girls.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 87
NOTE- 47p.
AVAILABLE FROM- EDC/WEEA, 55 Chapel Street, Newton, MA 02169 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Awareness; Fear; *Mathematics Achievement; *Mathematics Anxiety; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics; *Sex Differences

Described in this guide are the techniques used in a mathematics anxiety treatment project. All eighth- and tenth-grade students in two junior high schools and two high schools in a large urban school district were evaluated to determine their "math-anxiety" and "math-achievement" levels. Forty-five junior high and 45 high school girls were selected from this large pool of students. These 90 young women participated in a 6-week, 12-lesson project designed to reduce anxiety and improve attitudes toward and achievement in mathematics. The approach to mathematics-anxious girls was: (1) help them know when they are nervous and help them identify precise experiences that make them nervous; (2) give them specific tools to counteract irrational fears; (3) provide them with interesting experiences in basic mathematical operations; and (4) instill in them an understanding of the wide variety of mental activities encompassed in the word "mathematics." The overall aim was to show these students that mathematics is an integral part of their lives and does not have to be intimidating. (PK)

ED 293 396 HE 021 186

Haak, Harold H.
Victim to Victor: A Year in the Life of a University President.
American Association of State Colleges and Universities, Washington, D.C.
REPORT NO.- ISBN-0-88044-092-9
PUB DATE- 87
NOTE- 84p.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 (members, $10.00; non-members, $12.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Problems; Administrator Attitudes; *Administrator Role; College Administration; College Environment; *College Presidents; Higher Education; *Teacher Administrator Relationship

An account of a year in the life of a college president is provided in fictional terms. The daily life of a college president is described, emphasizing interactions with college administrative and instructional staff in solving college problems, responding to the demands of the office, and becoming more assertive in dealings with others. (KM)

ED 293 422 HE 021 335

Sandler, Bernice R.; And Others
It's All in What You Ask: Questions for Search Committees To Use.
Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
PUB DATE- Feb 88
NOTE- 5p.
AVAILABLE FROM- Project on the Status and Education of Women, Association of American Colleges, 1818 R St., N.W., Washington, DC 20009 ($2.00 prepaid; bulk rates: 15-99 copies, $1.40 each; 100 or more copies; $1.00 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Attitudes; *Administrator Selection; Affirmative Action; College Faculty; Educational Discrimination; Equal Education; Equal Opportunities (Jobs); Females; Feminism; Higher Education; *Search Committees (Personnel); *Sex Bias; Sex Discrimination; Sexual Harassment; *Teacher Attitudes; *Teacher Selection; Womens Education; Womens Studies

A variety of questions are provided to assist college and university search committees to elicit useful information about candidates' concern about issues that affect women. Many of the questions can be adapted to apply to minority and disabled persons. Some are open-ended to draw out a candidate's opinions and attitudes. The questions are divided into three sections: general questions to ask both prospective administrators and faculty (on equity, informal support, and climate); questions appropriate for prospective administrators (on formal support, staffing, direct encouragement, and other issues); and questions appropriate for faculty candidates (on women's studies and campus environment). (KM)

ED 293 437 HE 021 350

Frackmann, Edgar
Steering under Conditions of Retrenchment in Higher Education: The British Experiences from a German Perspective. AIR 1987 Annual Forum Paper.

PUB DATE- May 87
NOTE- 25p.; Paper presented at the Annual Forum of the Association of Institutional Research (27th, Kansas City, MO, May 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgeting; Centralization; *College Administration; Comparative Education; Decentralization; Decision Making; Federal Aid; Financial Problems; Foreign Countries; Governance; *Government School Relationship; Higher Education; *Institutional Autonomy; *Resource Allocation; *Retrenchment; State Aid
IDENTIFIERS- *AIR Forum; *Great Britain; West Germany

The British tradition of institutional self-steering in higher education is considered along with possible applications to the West German higher education system. The objective is to identify an ideal self-steering system and an effective organizational decision-making structure for West Germany. Financial retrenchment in German higher education and some of the decision-making systems within different German states are reviewed. Principles of fund allocation decision-making in a self-regulation system are outlined with attention to three points of decision-making: the academic world; societal forces (i.e., demand for higher education output); and the state level. The review of British retrenchment experiences covers: the steering system before 1981; firmer steerage activities of the British government and the University Grants Committee (UGC) in 1981; a more systematic approach to fund allocated that was instituted by UGC in 1986 (i.e., a block grant); and two contradictory steering models in higher education, the institutional self-steering and the central steering model. It is concluded that the British tradition of university autonomy and academic self-steering do not find an equivalent in the German system. 20 references. (SW)

Funding of Acceleration Mechanisms. Report 1. Report and Recommendations of the Postsecondary Education Planning Commission, 1988.

Florida State Postsecondary Education Planning Commission, Tallahassee.

PUB DATE- 21 Jan 88
NOTE- 49p.; Study prepared in response to Section 14, Chapter 87-212 Laws of Florida. Appendix A may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acceleration (Education); *Advanced Placement; College Entrance Examinations; Competency Based Education; Dual Enrollment; Early Admission; *Financial Support; Higher Education; International Educational Exchange; Master Plans; Minority Groups; *Needs Assessment; Program Evaluation; Questionnaires; *Resource Allocation; State Aid; State Surveys; *Statewide Planning
IDENTIFIERS- *Florida

Current Florida funding formulas for advanced placement, dual enrollment, and international baccalaureate instruction are examined, as well as suggested funding formulas to offset the cost of providing each kind of instruction. After the executive summary, the introduction discusses the commission charge and activities. Articulated acceleration mechanisms, including definitions and current funding procedures, are described for advanced placement, dual enrollment, early admission, international baccalaureate, college-level examination program (CLEP), and proficiency examination program (PEP). The commission research activities are outlined regarding national comparisons, site and telephone interviews (public school districts, community colleges, extra-fiscal concerns), and state funding patterns for advanced placement and international baccalaureate. Issues and

recommendations are categorized as to funding incentives, reporting of participants, and funding of instructional materials. Among the 12 recommendations are: (1) school districts must make every effort to promote articulated acceleration programs and to insure the availability of accurate information to students who might potentially want to participate in accelerated instruction; (2) a value of .1 FTE should be provided for each student in each advanced placement course who receives a score of 3 or higher on the College Board Advanced Placement Examination for the prior year; and (3) the Advanced Placement/Dual Enrollment course option should be eliminated, allowing students to choose one or the other program at the time of their enrollment. Three appendices provide national and Florida summary comparisons for the 1987 advanced placement program site and telephone interview questionnaire; and 1987 cost analysis of advanced placement and international baccalaureate programs. Numerous data tables are included. (SM)

ED 293 466   HE 021 380

Ewell, Peter, Ed.
Five-Year Planning Document. Northeast Missouri State University.
Northeast Missouri State Univ., Kirksville.
PUB DATE- Jan 87
NOTE- 168p.; For a related document, see HE 021 379. Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; College Curriculum; College Faculty; College Freshmen; College Graduates; *College Planning; Educational Objectives; *Evaluation Criteria; Higher Education; *Institutional Mission; *Long Range Planning; Master Plans; *Mission Statements; *Outcomes of Education; Research; Resource Allocation; Scholarship
IDENTIFIERS- *Northeast Missouri State University

The 5-year plan of Northeast Missouri State University to create and support its new mission as a state liberal arts and sciences university is presented. Contents include: a mission statement and philosophy of the university and future aspirations; an incoming student plan, presenting recruitment strategies, goals, and admission requirements; a graduating student plan, presenting the concrete learning outcomes expected of graduates; an academic programs plan, presenting in detail the curricula, faculty, academic support, research, and related capital support needed to produce these learning outcomes; a short summary of proposed changes including ways in which the existing faculty and support resources can be used to fulfill the reconfigured academic program; a fees income plan as required by legislation; and an evaluation plan. Detailed criteria for reviewing goal attainment for the university's 5-year plan are presented for each major goal for incoming and graduating students, faculty, research and scholarship, and academic support services. Appended are a

bibliography and index. (SW)

ED 293 552 IR 052 345

Library Programs: Strengthening Research Library Resources Program. Higher Education Act, Title II-C. Abstracts of Funded Projects, 1987.

Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Feb 88

NOTE- 71p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Libraries; *Cataloging; *Federal Aid; Financial Support; Higher Education; *Library Collection Development; Microreproduction; Online Catalogs; *Preservation; *Research Libraries

IDENTIFIERS- *Higher Education Act Title II

The 37 funded programs described in this brochure involve bibliographic control, collection development, and preservation of library materials at research libraries, and are designed to make rare materials accessible through bibliographic control and networking. The description of each funded project includes the responsible agent conducting the research library project; the individual responsible for administering the project for the sponsoring institution; the major area of project activity; the amount of money awarded for use during the grant period; the U.S. Department of Education control number; and an abstract summarizing the project goals and activities. Appended tables summarize funding, major activities, and joint projects, and a map showing the states that have benefited from TItle II-C since 1976 is included. (EW)

ED 293 566 IR 052 359

Texas Library Systems Act and Rules for Administering the Library Systems Act.

Texas State Library, Austin. Dept. of Library Development.

PUB DATE- Nov 87

NOTE- 28p.; For the 1985 edition, see ED 258 590.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Accreditation (Institutions); Criteria; *Library Networks; *Library Standards; Public Libraries; State Aid; *State Legislation; State Libraries; State Programs

IDENTIFIERS- Membership Requirements; *State Regulation; *Texas

This guide to the administration of the Library Systems Act for the State of Texas begins by presenting the text of the Library Systems Act. The relevant regulations from the Texas Administrative Code are then provided, covering such topics as standards for accreditation of a major resource system of libraries, minimum standards for accreditation of a public library, grants, and resource system advisory councils. Finally, the criteria for membership in the Texas Library System and requirements for certification as a county librarian are summarized. (EW)

ED 293 592 JC 880 199

Clagett, Craig A.; Diehl, Patricia K.
Course Pass Rates in Fall 1987. Enrollment Analysis Report EA88-6.
Prince George's Community Coll., Largo, Md. Office of Institutional Research.
PUB DATE- Mar 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Community Colleges; Comparative Analysis; *Courses; Females; *Grades (Scholastic); Males; *Student Characteristics; Student Evaluation; Two Year Colleges; Two Year College Students

A study was conducted at Prince George's Community College (PGCC) in Maryland to determine the percentage of students enrolled in courses in fall 1987 who received passing grades, and to examine these pass rates with respect to academic discipline, and student gender, age, race, and admission status. Study findings included the following: (1) the overall pass rate was 73.4%, representing the highest collegewide fall course pass rate in 12 years; (2) female students achieved an overall pass rate of 76%, compared to 69% for males; (3) though women had higher pass rates than men in every instructional division, the gender difference was especially pronounced in English studies, in which the pass rate of women was 13% higher than that of men; (4) students over 25 years of age had a higher pass rate than students under 21; (5) White students had a pass rate of 77%, compared to 74% for Asian, Hispanic, and Native American students and 69% for Black students; (6) pass rates for continuing students rose from 73% in 1981 and 74% in 1985 to 76% in 1987; (7) occupational courses had higher overall pass rates than general education or developmental studies courses; and (8) disciplines with the highest pass rates were nursing (93%), hospitality services management (88%), and English literature (86%), while disciplines with the lowest pass rates were developmental mathematics (55%), mathematics (56%), and chemistry (58%). (EJV)

ED 293 605 JC 880 214

Bernstein, Diana T.; Roaman, Chester A.
AIDS Education Plan.
San Francisco Community Coll. District, Calif.
PUB DATE- 87
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Agency Cooperation; Community Colleges; *Disease Control; Educational Needs; *Health Activities; *Health Education; Health Materials; Multicampus Districts; Outreach Programs; *Staff Development; Two Year Colleges

An outline is presented of the San Francisco Community College District's plan for informing students about Acquired Immune Deficiency Syndrome (AIDS). After stating the purpose of the plan and offering brief profiles of the epidemiology of AIDS, the history of AIDS education in the district, and district characteristics, the plan lists the following elements of the AIDS education program: (1) assessing the educational needs of and the most effective ways of disseminating information to students and staff; (2) providing in-service staff development activities for instructional faculty, counselors, classified staff, and administrators; (3) educating students by supplying written information to all students each term, by giving information to interested students only, or by integrating AIDS education as a required subject within various curricula; (4) initiating student/peer activities; (5) creating an AIDS Education Office; and (6) establishing liaisons with community and educational organizations. After evaluation, budgetary, and timing issues are noted, the plan offers guidelines for curriculum and course development, programs for populations with special needs, personnel and administrative policies, special safety provisions, and educational events. Addenda include a guide to organizing an AIDS Awareness Week, district guidelines and policy statements, and an AIDS Education Office sample budget. (MDB)

ED 293 633 PS 017 278

Carpenter, John N.

The Development of Stroop-Like Interference Effects in Children's Component Selection and Incidental Learning.

PUB DATE- Apr 87
NOTE- 24p.; Paper presented at the Annual Convention of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Cognitive Development; *Elementary School Students; *Kindergarten Children; *Perception; *Performance Factors; Primary Education; *Visual Stimuli
IDENTIFIERS- *Interference (Learning)

In this test for age-related effects of perceptual interference under different task conditions, 240 subjects, 60 each in kindergarten and grades 1 through 3, learned the positions of 5 cards upon each of which 3 stimulus attributes--a word, a color, and a shape--were presented in different descending orders. Two stimulus conditions were employed, one in which words and colors had been demonstrated to cause perceptual interference (for example, the pairing of the color yellow and the word "sky"), and one in which they had not. Task conditions were varied; in one condition, students were instructed to learn the position of colors; in the other, no attribute was designated as relevant to the task. After position learning was complete, a test for the position of each stimulus attribute was administered by means of 15 test cards, each of which contained only one of the stimulus components. Results indicated that perceptual interference occurred in both task conditions among grade 2 and grade 3 subjects, but not among grade 1 and kindergarten subjects. It is concluded that the effects of perceptual variables must be carefully considered before inferences are made regarding the development of cognitive strategies. (RH)

ED 293 707 SE 049 066

Fraser-Abder, Pamela

Summary of Science Education Research in the Caribbean 1970-1987.

PUB DATE- 88
NOTE- 66p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988). Some pages contain light type which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Agricultural Education; Cognitive Development; *Elementary School Science; Elementary Secondary Education; Environmental Education; *Foreign Countries; *Science Curriculum; Science Education; *Science Instruction; Scientific Attitudes; Scientific Literacy; *Secondary School Science; Teacher Education
IDENTIFIERS- *Caribbean; *Science Education Research

Research on science education in the Caribbean which has been completed and published between 1970-1987 in the form of doctoral or masters theses, published papers, conference/seminar papers, and university-based mimeograph research material was examined, synthesized, and organized around the following themes: (1) agricultural education; (2) assessment in science education; (3) cognitive development/concept attainment; (4) curriculum development/implementation/evaluation; (5) environmental education; (6) science achievement/orientation; (7) science attitudes; (8) nutrition/health education; (9) science education/teaching; (10) science teacher education; and (11) scientific literacy. Over 300 papers from 17 Caribbean countries were reviewed and discussed in terms of implications and future directions. A listing of research which is currently in progress, the personnel engaged in such research, statistics of school populations, and science curricula are provided. (TW)

ED 293 723 SE 049 110

Schlenker, Richard M.
Making Sounds with Rubber Bands.
Dependents Schools (DOD), Washington, D.C.
PUB DATE- May 88
NOTE- 12p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acoustics; Behavioral Objectives; *Elementary School Science; Elementary Secondary Education; *Experiential Learning; Instructional Materials; Laboratory Equipment; Noise (Sound); *Physical Sciences; Physics; *Science Activities; Science Education; Science Experiments; Secondary School Science; Teaching Methods

This physical science activity module was designed to facilitate developing concepts related to sound. It is intended for use primarily in elementary grades but may be useful at higher grades. It provides students with hands-on experience and observational skill development. The package provides: (1) a teacher background sheet; (2) an activity cover sheet; (3) an activity sheet intended for use by teachers; and (4) a question and answer sheet for use in the upper grades. The activity cover sheet and the activity sheet have been designed like a lesson plan. (CW)

ED 293 369 FL 017 351

Kohonen, V.; And Others

Evaluation and Testing in the Learning and Teaching of Languages for Communication. Education & Culture. Project No. 12: Learning and Teaching Modern Languages for Communication."

Council for Cultural Cooperation, Strasbourg (France).

PUB DATE- 88

NOTE- 111p.

AVAILABLE FROM- Manhattan Publishing Company, 1 Croton Point Avenue, P.O. Box 650, Croton, NY 10520 ($10.00).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- Behavioral Objectives; Databases; *Evaluation Criteria; *Evaluation Methods; Foreign Countries; Information Networks; *Language Proficiency; *Language Tests; Personality Traits; Recordkeeping; Second Language Instruction; Second Language Learning; Self Evaluation (Individuals); Standardized Tests; Student Evaluation; *Testing; *Test Use

A collection of papers on evaluation and testing in language learning and teaching for communicative competence includes: "Evaluation in Relation to Communicative Language Teaching" (Viljo Kohonen); "On Determining the Function and Quality of Language Tests" (Jan van Weeren); "On the Trail of Everyday Experience...The Individual Learner's Personality as an Influential Factor for the Development of Learner-Centred Tests" (Michael Schratz); "Self-Assessment of Communicative Proficiency" (Mats Oskarsson); "Graded Objectives in Relation to Communicative Testing and National Examinations" (Michael Buckby); "Evaluation in the Educational Context" (Jane Samuel); "A Strategy for the Collection, Storage, and Exchange of Assessment, Evaluation and Exam Approaches and Instruments" (Rolf Scharer); and "Automatic Data Processing: An Example of a System Using a Data Base" (Paul Mairesse). The conclusions and recommendations of a June 1986 meeting of testing experts are appended. (MSE)

ED 293 494 IR 013 016

Jordin, Martin; Brunt, Rosalind

Constituting the Television Audience: A Problem of Method.

PUB DATE- Jul 86
NOTE- 31p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; Cultural Influences; *Encoding (Psychology); *Ethnography; Models; Qualitative Research; *Research Methodology; *Television Research; *Television Viewing

This paper critiques the methodology used for television audience research by David Morley for his study, "The Nationwide Audience," in which he attempts to systematically determine relationships between the various ways in which different audience groups make sense of television programs and the social relations that define their material conditions of existence. Focusing on the use, nature, and status of the decoding group as representing a key interface between theory and methodology, this discussion examines Morley's rationale for the use of groups rather than individual respondents in his research, and questions whether group work is a necessary condition of applying the encoding/decoding model, what

the groups represent in this context, and what these groups do in their role as active, productive audiences. The issues involved in different approaches to the use of groups or individuals in audience research are also discussed. The need to study the decoding of television in terms of real groups operating in specific material conditions, rather than in terms of formally representative entities is then discussed, and examples of areas where decoding already exists as an extended process are provided. It is concluded that the choice between a restricted or extended conception of decoding/encoding--i.e., the individual or group respondent--is not a simple matter of definition but part of the whole way the general parameters and objectives of an audience study are set up. (CGD)

ED 293 508 IR 013 030

El-Fawal, Nagwa Amin
Video Usage in Egypt: Limits and Effects.
PUB DATE- Jul 86
NOTE- 19p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Audiences; *Broadcast Television; *Censorship; Developing Nations; *Film Industry; Foreign Countries; Mass Media; Media Research; *Use Studies; *Videotape Cassettes
IDENTIFIERS- *Egypt

A review of research conducted in Egypt to assess the impact of videocassette recorders (VCRs) on society and on other communication media indicates that the use of VCRs--a new phenomenon in mass communication in that country--has been accelerating over the past five years as more people have been gradually exposed to the advantages of unlimited viewing choice. Topics addressed by this paper include reasons for the fast-growing market for video in Egypt, which coincided with deep social and economic changes that took place in the structure of Egyptian society during the same period; sources of videocassettes; preferred types of videocassettes; video and state censorship; the impact of video on society and other media; and the future of VCRs in Egypt. The major sector to be affected--both negatively and positively--by VCR use is identified as the cinema, as a significant decrease in cinema attendance has been accompanied by an increase in the production of videos by cinema studios. Future directions suggested by the research include: (1) VCRs will continue to proliferate; (2) videocassettes will be used more extensively for educational purposes; (3) the range of viewers will include more intellectuals; and (4) the impact of the VCR on other communication media will continue unless these media find ways to challenge the uses of videos. (29 footnotes) (CGD)

ED 293 739 SO 018 639

Oswald, James Marlin
Planting Trees in India.
PUB DATE- 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Conservation (Environment); *Depleted Resources; Forestry; *Horticulture; Land Use; Natural Resources; Soil Conservation; *Trees
IDENTIFIERS- *India; *Reforestation

Reforestation is desperately needed in India. Three-fourths of the country's ground surface is experiencing desertification, and primitive forests are being destroyed. Reforestation would help moderate temperatures, increase ground water levels, improve soil fertility, and alleviate a wood shortage. In the past, people from the United States, such as Samuel Stokes, have helped India with tree planting projects, and this document claims that further assistance is currently needed. A rural program, entitled "A People's Forestry Movement in India," has been established to build and staff a network of tree nurseries, tree clubs, and a society of nurserymen. Unless halted, worldwide destruction of tropical rain forests by the year 2000 may be the greatest ecological disaster that will ever occur; because, while only encompassing seven percent of the earth's land surface, rain forests contain one-half of the world's animal and plant species. (JHP)

ED 293 354 FL 017 330

Reyes-Tudela, Jose E.
Commercial Spanish: Developing Proficiencies and Business Practices.
PUB DATE- May 87
NOTE- 10p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; Business Correspondence; Class Activities; *Course Content; Course Descriptions; Course Organization; Higher Education; Instructional Materials; *Languages for Special Purposes; Second Language Instruction; *Spanish; Vocabulary Development
IDENTIFIERS- *Marywood College PA

A commercial Spanish course offered at Marywood College (Scranton, Pennsylvania) serves both Spanish majors and majors in international business. In addition to language proficiency activities common to most commercial language courses, students have identified two projects as most functional and challenging: (1) a "carpeta" or file into which students placed all graded business correspondence exercises, which they felt best reflected their growth and accomplishments in the course; and (2) individual in-depth study of one multinational company and exposure to several others in the course of the class, which reduced their fears of the foreign business world. Both projects began in the first week of class and were carried on through two semesters. Commercial terminology is introduced through the text and reinforced in correspondence exercises. Study in Madrid is an integral part of the many international business students' programs, and students prepare for the time abroad by studying Spanish culture and media. (MSE)

ED 293 409 HE 021 231

Morris, Michael

Field Experiences in Evaluation Courses: Increasing Their Value to Students and Sponsors.

PUB DATE- Oct 87
NOTE- 15p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 15-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Experiential Learning; *Graduate Study; Higher Education; *Program Evaluation; *Research Projects; *Research Skills; *Student Projects

A fieldwork procedure that enables students to design and conduct meaningful evaluation research in one semester is described. The procedure has been used in a 13-week program evaluation course in a master's program in community psychology and industrial/organizational psychology. About 2 months before the course begins, administrative units within the university are invited to submit requests for evaluation assistance. At the first class meeting, a list of potential evaluation projects are distributed to students. In most cases teams of two or three students get their first choice of projects. Before the third class meeting, student teams are to meet with their project sponsors to start negotiating the specifics of their evaluations. By the fifth class meeting, teams submit written evaluation plans to the course instructor and their project sponsors. Projects share at least four characteristics that have contributed to their success: they are client-driven, small-scale, regulated by strict deadlines, and campus-based. Outcomes for 10 sponsors who worked with student teams over 2 years are briefly discussed. (SW)

Krishnaswamy, Chitra
Indian Women and Television. A Study on the Women Viewers of Madras, India.
PUB DATE- Jul 86
NOTE- 48p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Content Analysis; Developing Nations; *Feminism; Foreign Countries; Information Sources; Interviews; *Programing (Broadcast); *Sex Bias; Social Attitudes; Surveys; Television Commercials; Television Research; *Television Viewing; Use Studies; Value Judgment; *Womens Studies
IDENTIFIERS- *India

This study was conducted to determine how women in the Indian State of Tamil Nadu--where both regional and national network television are available for viewing--perceive the role of television in helping the cause of women. A television content analysis was done for two subsequent weeks, focusing on the portrayal of women in the programs, and the cumulative findings of this analysis were then compared with the views of the respondents. Analyses of the data indicated that: (1) television had established itself as a vital source of information for all women, regardless of economic/educational status; (2) television was a primary source of entertainment for those at home, i.e., the elderly and lower middle and middle class housewives; (3) upper middle and upper class women felt their needs were not being met by regional television programs; (4) there was a marked difference in the portrayal of women between regional and national network televisions; (5) regional viewers were concerned with traditional dress of women on television; and (6) advertisements were of interest, but educated women resented advertisements suggestive of women's secondary status. It was concluded that television should not perpetuate outmoded moral and social values that have been imposed on women in the past. (10 references) (CGD)

ED 293 580 JC 880 179

Lee, Beth S.
Measures of Progress, 1984-1987: A Four-Year Retrospective. Los Rios Community College District.
Los Rios Community Coll. District, Sacramento, CA. Office of Planning and Research.
PUB DATE- Dec 87
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *College Graduates; Community Colleges; Dropout Characteristics; *Dropouts; Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; Participant Satisfaction; Questionnaires; Student Attitudes; Student Educational Objectives; Transfer Students; Two Year Colleges; *Two Year College Students; Vocational Followup
IDENTIFIERS- Los Rios Community College District CA

Between 1984 and 1988, four follow-up surveys were conducted by the Los Rios Community College (LRCC) District to determine the education and employment patterns of a total of 16,284 former LRCC students, their satisfaction with their experience at LRCC, and their educational plans. The responses of 7,564 former students were analyzed in terms of the students' self-reported goals of university transfer, occupational preparation, occupational retraining, and personal interest. The responses of nonreturning students were analyzed separately. Study findings include the following: (1) students who earned a degree or certificate comprised more than 61% of the 16,284 former students surveyed; (2) university transfer was listed as the primary educational goal by increasing proportions of students over the 4-year period; (3) the respondents indicating job-related goals decreased from 61% in 1984 to 50% in 1987; (4) approximately half of the respondents continued their education after leaving LRCC; (5) the percentage who were employed rose from almost 74% in 1984 to 81% in 1987; (6) more than 60% planned to take more courses at the same LRCC campus in the future, even though many had completed degree or certificate programs; (7) respondents' ratings of their educational experience at LRCC increased slightly each year from 1984 to 1987; and (8) of the non-returning students, almost 75% had attended LRCC for job-related reasons, and 36% left LRCC when they had completed the courses they desired. The survey instrument is included. (EJV)

ED 293 619 PS 017 052

Study of Programs To Meet the Developmental Needs of Young Children. Report to the Legislature.

Minnesota State Dept. of Education, St. Paul. Div. of Development and Partnership.

PUB DATE- 1 Feb 86

NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Certification; Comparative Analysis; Curriculum; Educational Cooperation; Educational Facilities; *Educational Planning; Feasibility Studies; *Kindergarten; Primary Education; *Program Development; Public Opinion; School Age Day Care; *School Entrance Age; *School Schedules; State Programs
IDENTIFIERS- *Alternative Conceptions; Minnesota; *Program Characteristics

Committees discussed six educational program options for 4- and 5-year-old children, in terms of curriculum, staff and licensure, cost and school facilities, coordination with existing resources, public opinion, and school-age day care. The curriculum committee developed a set of goals, outlined a program design, and considered the possible advantages and disadvantages of the options. The staff and licensure committee suggested that a "Super Early Childhood License" be developed to better coordinate the numerous licenses now available and new licenses currently being developed, and made recommendations for class size and pupil/teacher ratios. The cost and school facilities committee found that the financial impact of providing additional programming for 4- and 5-year-olds varies with each option and that such children require classrooms somewhat different from elementary school classrooms. The committee on coordination with existing resources discussed diversity of needs and services, differences in urban/rural settings, transportation, out-of-school resources, families with special needs, parental choice, fiscal management, and developmentally appropriate programs. The School-Age Child Care Committee recommended the development of legislation to support a variety of resources to meet the need for high quality supervision of children, and suggested other support services for consideration. Related materials are provided in 13 appendices. (RH)

ED 293 648 PS 017 305

Roskos, K.

The Pretend Play Episode: Location and Resemblance to Story.

PUB DATE- 7 Apr 88

NOTE- 61p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Check Lists; Classroom Observation Techniques; Comparative Analysis; Educational Anthropology; Ethnography; *Fiction; *Literacy; *Organization; *Preschool Children; Preschool Education; *Pretend Play; *Research Methodology; Story Grammar; Videotape Recordings

IDENTIFIERS- *Story Structure

This paper describes a procedure used to locate pretend play episodes in streams of play activity of 4- and 5-year-olds. A story grammar was used to compare pretend play episode activity with story construction. Participants were five girls and three boys attending the same preschool. Pretend play schemes and episodes were defined in terms of three transformational categories: changes in the here and now (decontextualization), changes in the you and me (self-other referencing), and changes in the this and that (substitution). Two research strategies were employed: (1) a series of unstructured interviews with the children and their primary caregivers for a total of 43 transcribed interviews; and (2) the videotaping of pretend play activity during 'free play' time on a regular basis as a form of nonparticipant observation. Domain analysis was used to analyze interview data and classify play into kinds of play. A checklist was developed for the purpose of locating episodes, and analytic induction and domain analysis were used to analyze 41 videotaped episodes of pretend play and accompanying transcriptions. Three key features of pretend play episodes emerged: the presence of an organizing topic, stages of construction, and a tendency for recurrence. Stages of construction included readying, directing, and acting stages. Episodes were examined for story-like qualities, and episode 17 is analysed in detail in this paper. The three basic story elements of setting, plot, and resolution were observed. A close resemblance between episode construction and story construction was revealed. Implications of the findings are discussed in terms of structure, fictionalizing, and storying as literacy connections. Five figures supplement the account, and appendixes include sample interview probes, player profiles, and a taxonomy of pretend play activity. (RH)

ED 293 663 PS 017 335

Child Care: A Workforce Issue. Report of the Secretary's Task Force.
Department of Labor, Washington, D.C.
PUB DATE- Apr 88
NOTE- 188p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Community Programs; Costs; *Day Care; Early Childhood Education; Educational Quality; Employment Patterns; *Federal Government; *Financial Support; Government Role; *Labor Relations; *State Programs; Use Studies

The Secretary of Labor's 1988 Task Force on Child Care offers its general findings in this report. The report states that the Federal government is already addressing the child care issue on a large scale. State and local governments are dynamic in their response to the child care challenge and will probably respond even more aggressively in the future. Employers have a direct interest in addressing their employees' child care problems and many have realized the economic benefits that result from attention to the issue. However, many others remain unaware of the impact of dealing with the child care problems of their employees. Child care requirements of parents and families vary substantially. Therefore, child care policy cannot be addressed in an aggregate fashion. Significant child care problems have been created by real pressures, but there is not an across-the-board availability crisis of national proportions. Five chapters of this report, on workforce trends, groups needing child care, availability, affordability, and quality, examine the scope and nature of the problems of child care in terms generally used in the public discussion. Four chapters provide data on what is being done and by whom in support of parents' needs for child care, and focus on federal funding, state and local initiatives, employer supported day care, and child care and labor-management relations. (RH)

ED 293 677 RC 016 577

Foods from an Iowa Farm. A Resource Guide.
Iowa State Dept. of Agriculture and Land Stewardship, Des Moines.
PUB DATE- Sep 87

NOTE- 12p.; Document printed on yellow paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Production; Audiovisual Aids; Career Awareness; Courseware; Elementary Secondary Education; Farmers; *Foods Instruction; *Instructional Materials; Learning Activities; Learning Modules; Nutrition Instruction; *Resource Materials
IDENTIFIERS- Farms; Iowa

Prepared for elementary and secondary teachers, this guide provides an annotated list of 72 instructional materials for teaching about farming and the products of Iowa farms. Entries, listed under the organization that provides the materials, state type of instructional material, major topics addressed, grades for which materials are appropriate, and information about cost and availability. Topics include general discussion of agricultural products, farm animals, Iowa history, the challenge of farming, farm careers, and nutrition. Specific products from Iowa farms are also covered--pork, beef, veal, lamb, turkey, soybeans, eggs, and dairy products. Print materials include books, pamphlets, posters, fact sheets, teacher guides, coloring books, recipes, and activity sheets. Nonprint materials include audio cassettes, films, filmstrips, slide/tape presentations, and computer software. Most materials are free in limited quantities or are loaned free of charge. (JHZ)

Goodall, Leonard E., Ed.
When Colleges Lobby States: The Higher Education/State Government Connection.
American Association of State Colleges and Universities, Washington, D.C.

REPORT NO.- ISBN-0-88044-115-1
PUB DATE- Feb 87
NOTE- 264p.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 (members, $20.00; non-members, $25.00; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Budgets; College Administration; *College Planning; *Educational Finance; *Higher Education; Land Grant Universities; *Lobbying; Political Influences; *Political Power; Private Colleges; Private School Aid; Public Colleges; *State Aid; State Colleges; State Government; State Legislation; State Universities

An overview of the process of university participation in state politics is provided, including the way in which a university interacts with the governor's office and the way it competes with other universities and other agencies for budget dollars. The following 23 articles are included: "The Influence of State Constitutional Conventions on the Future of Higher Education" (Samuel K. Gove and Susan Welch); "State Constitutions--An Update" (Leonard E. Goodall); "Constitutional Autonomy for Universities: The Current State of Judicial Opinions" (Richard B. Crockett); "Governors and Higher Education" (Samuel K. Gove); "University Reorganization in Wisconsin" (Allen Rosenbaum); "The State Story: Administrative Centralization" (Malcolm Moos and Francis E. Rourke); "Legislators and Academicians" (Heinz Eulau and Harold Quinley); "Lobbying for Limited Resources" (John W. Hicks); "How To Play the State Capitol Game" (Dan Angel); "Public Universities and the New State Politics" (E. Terrence Jones); "Long-Term Expectations for Financing Higher Education" (M. M. Chambers); "State Tuition Policies and Public Higher Education" (Allan W. Ostar); "The Management of Universities of Constant or Decreasing Size" (Richard M. Cyert); "Should States Support Private Colleges--Yes!" (Steven Muller); "Should States Support Private Colleges--No!" (Bill J. Priest); "The Public-Private Debate" (Frank H. T. Rhodes); "Trends in Statewide Planning and Coordination" (Patrick M. Callan and Richard W. Jonsen); "Ambiguities in the Administration of Public University System: An Organizing Perspective" (Lawrence K. Pettit); "Who's Afraid of the Statewide Board?" (James A. Norton); "The Point of the Discourse" (M. M. Chambers); "Memo to a Multicampus Trustee from a Flagship CEO" (Barry Munitz); "The Future of the Land-Grant University" (Malcolm Moos); and "State Colleges: An Unsettled Quality" (Robert Birnbaum). References included with each chapter. (KM)

ED 293 397 HE 021 187

Eiser, Lawrence, Ed.
A Call for Clarity: Income, Loans, Cost. Issues.
American Association of State Colleges and Universities, Washington, D.C.

REPORT NO.- ISBN-0-88044-091-0
PUB DATE- 88
NOTE- 52p.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 (members, $5.00; non-members, $6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Economics; Educational Finance; *Family Income; *Financial Support; Higher Education; *Income Contingent Loans; Parent Financial Contribution; Public Support; State Colleges; *Student Costs; *Student Financial Aid; Student Loan Programs; *Tuition
IDENTIFIERS- *Paying for College

Three main aspects of the college cost debate are summarized: (1) the incomes of students and families as they relate to tuition increases (the ability to pay); (2) the cost to higher education institutions of providing an education; and (3) the implications of the increasing reliance on loans in student financial aid, particularly the Income-Contingent Loan Program. Chapter 1, "Whose Income Is Keeping up with College Costs? An Analysis of Trends in the Ability to Pay for College," by Carol Frances, summarizes a report on the relationship between tuition increases and income, which found that tuition has outpaced income by a considerable margin. Chapter 2, "College Costs: A Perspective from the Public Sector of Higher Education," (Richard Novak, Meredith Ludwig, and Carol Frances) examines the underlying causes of tuition increases and demonstrates that the fundamental cause is the decrease in the level of support for public institutions from public sources. Chapter 3, "Income-Contingent Loans: A student Life Indenture Program," by Durward Long, examines the most dangerous effect of increasing tuition and decreased ability of students to pay, i.e., student debt. The potentially dangerous impact of the Income-Contingent Loan Program is also discussed as the final step toward institutionalizing student debt. A summary of the Income-Contingent Loan Program is also provided. (KM)

ED 293 438 HE 021 351

Stepina, Nancy; Campbell, Joann
Longitudinal Tenure and Attrition Rate Study in the State University System of Florida. AIR 1987 Annual Forum Paper.

PUB DATE- May 87
NOTE- 25p.; Paper presented at the Annual Forum of the Association of Institutional Research (27th, Kansas City, MO, May 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Employment Practices; *Faculty Mobility; Higher Education; Institutional Research; Longitudinal Studies; Males; Minority Groups; Sex Differences; *State Universities; *Teacher Persistence; *Tenure; Women Faculty
IDENTIFIERS- *AIR Forum; *Florida

Tenure and attrition rates within the Florida State University System (SUS) were studied. Attention was directed to attrition of newly hired tenure-earning faculty members who began employment at an SUS institution in either 1976, 1977, or 1978. Each faculty group was traced from date of hire through the seventh year of employment or until they left university employment. Data were analyzed by race and gender categories. Tenure rates at four-year institutions nationwide were between 65% and 70%, while the SUS tenure rate was 74% when only tenured or tenured-earning positions were used as the comparison population. Approximately 43% of newly hired, tenure-earning faculty had been granted tenure by their seventh year of employment. Male faculty had a higher tenure rate than female faculty: 46% compared to 32%. White faculty members had the highest tenure rate (45%), followed by "other minority" (32%), Black (27%), and Hispanic (25%). The rate at which faculty leave the institution does not appear to be related to a negative tenure decision, as over 32% of newly-hired faculty had left the university at the end of the third employment year. 10 references. (SW)

ED 293 480 IR 013 001

Agrawal, Binod C.
Television Studies in India: The State of the Art.
PUB DATE- Jul 86
NOTE- 21p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Audience Analysis; Communications Satellites; Content Analysis; *Developing Nations; *Educational Television; Elementary Secondary Education; Foreign Countries; Instructional Effectiveness; *Research Methodology; Social Sciences; *Television Research; *Television Viewing
IDENTIFIERS- India; *Satellite Instructional Television Experiment

This document presents the history of television research in India and reviews related studies conducted during three different time-spans. Part one discusses research done prior to 1975, which concentrated primarily on the evaluation of the effectiveness of television as a medium of instruction both in elementary and secondary schools and for farmers and persons working with villagers. The second part describes the one-year (1975-1976) Satellite Instructional Television Experiment (SITE), the world's largest techno-social experiment, which has provided data on television communications within the cultural context of Indian villages and the role of television in initiating change. An evaluative overview of the total project, including social education, is given. Part three includes post-SITE studies that: (1) measured the level of television utilization in development and education; (2) were associated with television expansion; (3) investigated the organization and management of television systems; (4) looked at advertising research; and (5) considered video penetration and its effects on television viewing. The paper concludes with suggestions for further research that would evaluate and examine the extent of television's contribution to image building. (7 references) (CGD)

ED 293 537 IR 013 071

Mellencamp, Patricia
Situation Comedy, Feminism and Freud: Discourses of Gracie and Lucy.
PUB DATE- Jul 86

NOTE- 25p.; Paper presented at the International Television Studies Conference (London, England, July 10-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Characterization; *Comedy; Cultural Influences; Discourse Analysis; Family Life; *Family Structure; *Feminism; Marriage; Personality Traits; Popular Culture; *Programing (Broadcast); Psychological Studies; *Sex Role; Sex Stereotypes; Spouses; Television Research
IDENTIFIERS- *Freud (Sigmund); Hermeneutics

This paper is based on a general analysis of 40 episodes of The George Burns and Gracie Allen Show and 170 (of 179) episodes of I Love Lucy, both of which were aired on television during the 1950s. Character portrayals of the stars and supporting actors/actresses are described in detail and analyzed from the perspectives of gender and sex stereotypes as well as comedy and humor. In addition, both of the television (albeit real life) marriages are examined in terms of the personality dynamics, interactions, and tensions of/between the two spouses, and the two situation comedies (sitcoms) are then compared and contrasted to each other, once again from the standpoint of the major characterizations. The role of narrative (i.e., the embodiment of a political determinism in which women find a subordinate place) is disucssed in an attempt to discover how comedy works to contain women and how successfully it does so; and it is recommended that attention should be turned to theories of the comic and humor as they intersect narrative in order to explore this issue. The paper then turns to Freud's assessment of comic and humor when both the subject and the object are women. The discussion concludes with some reflections on Freud's construction of the radical underpinnings and "liberating" function of jokes, the comic, and humor, and the difficult problems of women's simulated liberation through comic containment. (21 end notes) (CGD)

Nettlefold, Brian A.
Library Services for Off-Campus Students: A Study of Canadian Practice and Its Potential for Ireland.
National Inst. for Higher Education, Dublin (Ireland).
PUB DATE- 88
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *College Libraries; *Distance Education; Foreign Countries; Higher Education; Interlibrary Loans; *Library Expenditures; *Library Services; *Off Campus Facilities; Public Libraries
IDENTIFIERS- *Canada; *Ireland

This report presents the results of an on-site investigation of the provision of library services to distance education students in Canada, which was conducted to obtain information for use in developing a similar program for the off-campus higher education program offered by the National Institute for Higher Education (NIHED) in Ireland. Descriptions of the provision of library services to off-campus students at eight Canadian institutions are based on visits to those institutions, i.e., the University of Ottawa, Lakehead University, Brandon University, Athabasca University, the University of Victoria, Simon Fraser University, the Open Learning Institute, and the University of British Columbia. Information from the University of New Brunswick, Trent University, and the University of Manitoba is also included in the study. The common components of these off-campus library services are detailed, and cost factors are discussed. Several proposals for the provision of off-campus library services for the NIHED are made, and a proposal to allow access to the collections of the NIHED library by off-campus students via mail or telephone is recommended, based primarily on constraints imposed by economic factors and the size of the NIHED library. Finally, the costs of providing services based on the recommended proposal are projected. A 15-item bibliography and a 34-item list of additional references are provided. (EW)

ED 293 567 JC 870 442

Joint Study of Facility Needs with Implications for Regional Planning. Presented to the Board of Governors of the California Community Colleges.

Mount San Jacinto Community Coll. District, San Jacinto, CA.; Riverside Community Coll. District, CA.

PUB DATE- Jun 87
NOTE- 434p.; Appendix N has been removed due to poor reproducibility. Appendix J contained copyrighted materials and has also been removed. Some maps and appended materials may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; *College Planning; *Community Characteristics; Community Colleges; *Commuting Students; *Educational Facilities Planning; Educational Needs; Enrollment Trends; Needs Assessment; Population Growth; *Population Trends; *Regional Planning; Student Attitudes; Two Year Colleges

This report offers data on regional population growth and on educational access based on commuting times to and from campus facilities to document the need for the establishment of a minimum of three permanent educational centers in the west part of Riverside County, California. After part I presents an overview of the study, part II explains the factors influencing the unprecedented growth of Riverside County and presents the Riverside Community College District's application for the approval of two permanent educational centers and the Mt. San Jacinto College District's application for the approval of an additional center. Part III profiles population trends in Riverside County and adjacent areas, including information on travel times to existing educational facilities. Part IV offers demographic data for the two districts, covering family income, ethnicity, employment, accessibility of the proposed sites to the population to be served, household size, transportation routes, and labor market. Additional data on community support for the proposed centers and the anticipated effects on adjacent institutions are provided. After part V looks at enrollment trends and projections for both districts, part VI presents an interdistrict and regional study of programs, which compares and analyzes existing programs; identifies duplicated, shared, and unduplicated programs; assesses labor needs and the regional labor market; and discusses corporate education needs. Information from the districts' master plans is also included. Part VII examines a variety of alternatives to the establishment of the three new centers. Numerous tables, graphs and maps supplement the text, and extensive appendixes contain materials on population forecasts, enrollments, community support, economic conditions, and student attitudes. (UCM)

ED 293 593 JC 880 200

Clagett, Craig A.
Prince George's County Population Analysis. ENSCAN 88, Planning Brief, Report PB88-1.
Prince George's Community Coll., Largo, Md. Office of Institutional Research.
PUB DATE- Oct 87
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Age; *Blacks; *Community Characteristics; Community Colleges; Migration; *Migration Patterns; Population Distribution; *Population Trends; *Racial Composition; Trend Analysis; Two Year Colleges; Urban to Suburban Migration
IDENTIFIERS- *Maryland (Prince Georges County)

Using data provided by the U.S. Bureau of the Census and several Maryland state offices, this report examines Prince George's County in terms of age distribution, migration, and racial composition, and discusses the implications of an older, and increasingly minority county population for Prince George's Community College (PGCC). Following introductory comments tracing the growth in the county's population from 1930, trends in age distribution are used to project short-term changes, including a decrease in the number of young people of traditional college age, an increase in older adults, and steady decreases in the number of high school graduates until the early 1990s. The next section looks at migration patterns, the resulting shift in the county's racial composition, and the demographics of largely affluent black residents moving into the county. Next, the characteristics of Prince George's County's black population are contrasted with national norms. The final section discusses the implications for college planning of projected declines in high school students, of anticipated low college-going rates among black students, of a decline in the

achievement test scores of high school students, and the increase in county residents over 65 years of age. Data tables, charts, and maps are appended. (EJV)

ED 293 606 JC 880 215

Farland, Ronnald W.; Cepeda, Rita
English as a Second Language: A Progress Report on Existing Board Policy Directives.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jun 88
NOTE- 32p.; Discussed as Agenda Item Number 5 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, June 2-3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); Community Colleges; *Credit Courses; Data Collection; *Educational Policy; *English (Second Language); Information Needs; Language Skills; Language Tests; *Noncredit Courses; Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

In 1985, the Board of Governors of the California Community Colleges adopted eight policy recommendations to guide future development in English as a Second Language (ESL) instruction. This report lists the policy recommendations and describes staff and systemwide activities that have occurred since 1985 in support of each. Specifically, the report indicates that: (1) recommendations designed to improve data collection and course activity reporting have been pursued through the development of a statewide management information system; (2) recommendations to differentiate between credit and noncredit ESL have been advanced through the implementation of new regulations on course standards, and adoption of a policy on basic skills, which created the category of nondegree-applicable-credit courses to accommodate certain levels of ESL courses; (3) a recommendation on uniform assessment procedures has been advanced by the development and publication of "ESL Placement Tests for Community Colleges: A User's Guide"; and (4) recommendations on course equivalency and articulation with four-year schools and K-12 adult schools have been furthered by the distribution of a model "continuum" of ESL courses, with competency descriptions for each level. The report also reviews activities undertaken under recent legislative mandates to document and responds to the existing need for ESL instruction in California. Appendixes offer information on the state-level management information system, a comparison of different credit modes, criteria for the classification of ESL courses, competency level descriptions, and guidelines for desirable competencies for ESL teachers. (EJV)

ED 293 692 SE 049 027

Johnson, Elmima C.; Tornatzky, Louis G.
Cooperative Science: A National Study of University and Industry Researchers. Assessment of the Industry/University Cooperative Research Projects Program (IUCR). Volume I.
National Science Foundation, Washington, DC. Div. of Industrial Science & Technological Innovation.
REPORT NO.- NSF-84-398
PUB DATE- Nov 84
NOTE- 42p.; Several pages contain small print which may not reproduce well. For Volume II, see SE 049 028.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Science; Higher Education; *National Surveys; *Organizational Theories; Program Evaluation; *Research and Development; *School Business Relationship; Science Education; Science Instruction; *Scientists; Universities

This report presents data from a national study of 118 Industry/University Cooperative Research (IUCR) projects supported by the National Science Foundation. Questionnaire responses were gathered from 226 industry and university scientists working on these projects. The purpose of the study was to describe how IUCR projects develop, how they are implemented, and discover what project features contributed to successful technical and organizational outcomes. In general, the variables that seemed to contribute to all aspects of project success were those related to interpersonal interaction. The IUCR program was conceived as building on dialogue between university and industry scientists; this study uncovered abundant evidence that this design approach was realized in practice. In summary, participation in IUCR Projects seemed to have had a significant effect on the individual scientists and their respective organizations. Overall, it appears that the theoretical orientation of the university scientists reacted synergistically with the more practical concerns of industrial scientists and yielded both scholarly outcomes and the perception of commercial success. (TW)

ED 293 708 SE 049 068

Blank, Rolf K.

State Network for Indicators of Science and Mathematics Education.

Council of Chief State School Officers, Washington, D.C.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 88
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Educational Assessment; Educational Demand; *Elementary School Mathematics; *Elementary School Science; Elementary Secondary Education; Employment Patterns; Mathematics Curriculum; Mathematics Education; *National Surveys; Networks; Science Curriculum; Science Education; *Secondary School Mathematics; *Secondary School Science; *State Standards; Teacher Education; Teacher Qualifications; Teacher Supply and Demand
IDENTIFIERS- *Council of Chief State School Officers

This paper outlines the goals, design, implementation and results of a project of the State Education Assessment Center of the Council of Chief State School Officers to develop state indicators of the condition of science and mathematics education in elementary and secondary schools. The goals of the project include: (1) improving the quality and usefulness of data on science and mathematics education to assist state policy-makers and program managers in making more informed decisions; and (2) developing a system of indicators that provides the capacity for state-to-state comparisons of science and mathematics education as well as a national database to assess the condition of education in these subjects. This project calls for a network of state education specialists. The five major steps in the design and implementation of the project are discussed. Also included are the results of the indicator inventory focusing on student outcomes, instructional time/enrollment, curriculum content, school conditions, teachers and resources. Tables include student testing by state, states with data on enrollment in secondary science and mathematics courses, state curriculum frameworks, state data available on teachers' preparation in teaching subject, estimates of teacher supply/demand and type of state data available. (CW)

ED 293 724 SE 049 111

Hewson, Peter W.; Hewson, Mariana G.
Analysis and Use of a Task for Identifying Conceptions of Teaching Science.

SPONS. AGENCY- Wisconsin Center for Education Research, Madison.
PUB DATE- Apr 88
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Beliefs; *Cognitive Structures; *College Science; Higher Education; Interviews; *Preservice Teacher Education; Questionnaires; Science Education; *Student Teacher Attitudes; Surveys; Teacher Education

The thoughts that teachers have about the content and students they are to teach influences the way in which they will teach. The purpose of this paper was the development of an instrument to identify teachers' conceptions of teaching science and to review literature concerning this topic. The instrument described was designed to be sensitive to significant distinctions in previously identified dimensions of teaching science. Also described is the framework developed to analyze responses and demonstrate the sensitivity of the task to conceptions obtained from student teachers. The framework for the analyses consists of six categories including: (1) the nature of science; (2) learning; (3) learner characteristics; (4) rationale for instruction; (5) preferred instructional techniques; and (6) conception of teaching science. Having interviewed four students using the instrument, it was determined that the instrument had met its design criteria. Several issues and suggestions for improvement are discussed. (CW)

ED 293 423 HE 021 336

On Campus with Women. Volume 17, No. 2 and 3.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

PUB DATE- 88
NOTE- 26p.
AVAILABLE FROM- Project on the Status and Education of Women, Association of American Colleges, 1818 R St., N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Affirmative Action; College Faculty; College Students; Court Litigation; Educational Discrimination; *Equal Education; Females; *Feminism; Higher Education; Rape; *Sex Bias; *Sex Discrimination; Sexual Harassment; *Women Faculty; *Womens Education; Womens Studies

Articles and announcements related to women's issues in higher education are provided on a variety of topics, including: affirmative action litigation, campus life, working in academe, traditionally male fields, prizes and awards, women's studies, campus rape, conferences, resources, sexual harassment, minority and disabled women, degrees earned by women, employment, and international information. (KM)

ED 293 467 HE 021 381

The Student Guide. Five Federal Financial Aid Programs. 88-89.
Department of Education, Washington, DC.

PUB DATE- 88
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Eligibility; *Federal Aid; Financial Aid Applicants; Higher Education; Information Sources; Loan Repayment; Money Management; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- College Work Study Program; Guaranteed Student Loan Program; National Direct Student Loan Program; Parent Loans for Undergraduate Students Program; Pell Grant Program; Perkins Loans; Supplemental Educational Opportunity Grants

Information on five U.S. Department of Education student financial aid programs and how to apply for them is presented: Pell Grants, Supplemental Educational Opportunity Grants, College Work-Study, Perkins Loans (formerly National Direct Student Loans), and Guaranteed Student Loans (Parent Loans to Undergraduate Students and Supplemental Loans for Students). General information is provided on: eligibility, financial need, dependency status, forms and records needed to apply, verification, transfer students, deadlines, and addresses and phone numbers for obtaining information. Advice on debt management covers what to consider before borrowing, borrower rights and responsibilities, and consolidation of loans. Included are a glossary and the addresses and phone numbers of state education agencies that provide information on federal loans and state student aid. (SW)

ED 293 634 PS 017 279

Peterson, Susan
Human Relations Activities for the Single Parent To Develop More Effective Parent/Child Relations. Bilingual Guide = Actividades sobre relaciones humanas para ayudar al padre-soltero o madre-soltera a desarrollar una relacion efectiva entre padre e hijo Guia bilingue.
PUB DATE- 88
NOTE- 12p.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Experiential Learning; *Family Environment; *One Parent Family; *Parent Child Relationship

Written in English and Spanish, this bilingual guide offers 10 activities which single parents can use to improve their relationships with their children. Objectives of activities include: (1) developing children's responsibility for work tasks in the home; (2) improving sibling relationships; (3) discussing emergencies with children; (4) developing children's responsible use of money; (5) helping children deal with emotions; (6) teaching children about illnesses in the family; (7) helping children respond appropriately to their mistakes; (8) developing children's manners; (9) improving children's behavior in public; and (10) increasing family cooperation and team spirit. Each activity profile provides a statement of objective, an indication of the value of the activity, and a description of the activity that indicates the roles and responsibilities of participants. (RH)

ED 293 740 SO 018 641

Lunstrum, John P.
Whatever Happened to the Crisis in Reading in the Social Studies?

PUB DATE- Jun 87
NOTE- 22p.; Paper presented at the Annual Meeting of the Social Science Education Consortium (Salt Lake, UT, June 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Content Area Reading; Elementary Secondary Education; Instructional Materials; *Reading Ability; *Reading Comprehension; Reading Research; *Reading Skills; *Social Studies; Textbooks

This document addresses new insights into the complex cognitive processes involved in reading and their effects on programs and teachers in social studies. Indices are examined that consider: (1) students' reading performance; (2) teacher behavior; (3) textbook readability; and (4) structure for explanation of textual material. Research indicates that today: (1) a large number of students cannot read and comprehend social studies textbooks; (2) a large number of teachers fail to deal with the problems of reading which impair learning, while at the same time they believe that a lack of reading skills is a major problem; (3) commercial social studies reading programs are not effective; and (4) there is a widening gap between new knowledge about reading and the production of social studies instructional materials. A need exists for new models, new patterns of staff development, motivational strategies, prereading programs, and vocabulary development. (JHP)

ED 293 355   FL 017 331

Reinhardt-Childers, Ilva
Commercial Communication in the Spanish Language.
PUB DATE- May 87
NOTE- 9p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *Business Correspondence; Course Content; Course Organization; Higher Education; Interviews; *Languages for Special Purposes; School Business Relationship; Second Language Instruction; *Spanish; Vocabulary Development

A college course in commercial Spanish is described. The course objectives are to: build a solid foundation of business and professional vocabulary, grammar, spelling, and punctuation; prepare for oral and written communication with commonly-used Spanish business phrases and terminology; expose students to the different types of written communication in Spanish, including different kinds of business letters; and reinforce skills and knowledge through written practice drills. Eighteen types of written communication are studied: acknowledgements, circulars, claims, collections, credit application letters, credit references, credit rejections, employment applications, employment rejections, employment verifications, letters requesting product information, memoranda, offers of employment, orders, personal references, recommendations, replies to product information inquiries, and sales letters. Vocabulary and phrases studied include those used in Latin America. (MSE)

ED 293 370   FL 017 352

van Ek, Jan A.
Objectifs de l'apprentissage des langues vivantes: contenue et portee (Objectives of the Learning of Modern Languages: Content and Range). Education & Culture. Volume 1.
Council for Cultural Cooperation, Strasbourg (France).
PUB DATE- 88
NOTE- 91p.
AVAILABLE FROM- Manhattan Publishing Company, 1 Croton Point Avenue, P.O. Box 650, Croton, NY 10520 ($7.00).
LANGUAGE- French
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Curriculum Design; *Educational Objectives; Foreign Countries; Intercultural Communication; Language Proficiency; Linguistics; *Modern Languages; Personal Autonomy; *Second Language Instruction; *Second Language Learning; Social Responsibility; Sociolinguistics

An analysis of the objectives of modern language instruction expands on earlier work concerning the "Threshhold Level" of language learning. The first part outlines a model of language instructional objectives more complex and encompassing than those of the threshhold level and examines the nature and instructional incidence of each component of the model. After an introductory section, the report continues with a discussion of the distinction between aims and objectives and of the general aims of education. It considers the educational context of modern language learning and its general aims and objectives. It further defines a framework for looking at the global objectives of modern language learning and examines more closely the specific areas of competence targeted in language instruction: linguistic, sociolinguistic, discourse, strategic, sociocultural, and social. The additional educational objectives of promoting individual autonomy and developing a sense of social responsibility are also considered. (MSE)

ED 293 453 HE 021 366

The Master Plan for Florida Postsecondary Education. 1988 Update. Report and Recommendations of the Postsecondary Education Planning Commission.

Florida State Postsecondary Education Planning Commission, Tallahassee.

PUB DATE- 25 Feb 88

NOTE- 137p.; For 1982 master plan and supplements 1-3, see ED 279 269-272.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; *College Planning; Cooperative Planning; Demography; Educational Attainment; Enrollment Trends; Financial Support; *Institutional Role; International Educational Exchange; *Master Plans; Minority Groups; *Needs Assessment; *Postsecondary Education; Program Evaluation; School Business Relationship; State Surveys; *Statewide Planning; Student Financial Aid; Teacher Education; Tuition; Vocational Education

IDENTIFIERS- *Florida

The first 5-year update to the 1982 Florida master plan for postsecondary education is presented. This update is not intended to replace the original plan, but to reflect on the original and the actions it precipitated, to refocus priorities, and to renew existing efforts. Part I, covering demographic and postsecondary enrollment patterns in Florida, focuses on population, enrollment patterns, and educational attainment. Ways to strengthen organization, coordination, and management are covered in Part II, including: distinctive institutional roles; coordination and cooperation in using resources (enhancing the contribution of independent postsecondary education, and enhanced linkage of postsecondary education to Florida's economic development); and financing and evaluation (improved program review procedures, and student tuition and financial aid policies). Part III, on strengthening educational performance and process, covers: undergraduate education, graduate and professional education, teacher education, Florida's role in international education, vocational education, participation and academic performance of minority and disadvantaged students, disabled student access, and programs for adult populations. Issues for the future are presented. Approximately 85 recommendations are presented that cover such areas as: institutional priorities, the Two-Plus-Two System, private sector contracting and accreditation, coordination of business/industry and postsecondary educational initiatives, program review procedures, tuition and financial aid, and student assessment. Eighteen tables included. (SM)

ED 293 495 IR 013 017

Choat, Ernest
Children, Television and Learning in Nursery and Infants' Schools.
PUB DATE- Jul 86
NOTE- 20p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- British Infant Schools; Child Development; *Childrens Television; *Cognitive Development; Content Analysis; Curriculum Enrichment; *Educational Television; Foreign Countries; Learning Processes; Needs Assessment; Preschool Education; Primary Education; Psychological Studies; Television Research; *Television Viewing; Videotape Recorders; *Young Children
IDENTIFIERS- United Kingdom; United States

Very little research has been carried out on the extent to which educational television is recognized as part of the curriculum in nursery and infant schools and how it facilitates learning in young children. The aim of the curriculum at this level should be to offer experiences to children that, through conceptualization, will develop in them the understanding to cope sensibly with life, and explain their world to them. Surveys have found that the majority of teachers regard educational television as a "view and follow-up" phenomenon with little or no relationship to other activities in the classroom, although they do regard the stories, songs, and poems presented on children's television as a stimulus to encourage children to read and an aid in developing their language skills. Research on learning from television identifies two forms of knowledge that could come about through watching television--relational understanding and instrumental understanding. Findings also suggest that relational understanding (cognitive learning), which requires interpretation and analysis of program content, was generally beyond the capabilities of children in this age group without some interaction with an adult, e.g., the teacher. Teachers must therefore be mediators between children and educational television broadcasts to make the experience meaningful. A more ideal situation would be the use of video recordings that can be suited to children's needs and used to supplement classroom activities. Teachers should evaluate whether they are providing adequately for children's needs with their use of educational television. (29 references) (CGD)

ED 293 509 IR 013 032

Flournoy, Don M.
Television News Exchanges in Asia.
PUB DATE- Jul 86
NOTE- 7p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Broadcast Television; *Communications Satellites; *Developing Nations; Foreign Countries; *International Programs; Networks; *News Reporting; Programing (Broadcast)
IDENTIFIERS- *Asia

In 1984, a project was initiated in Asia under the sponsorship of the Asia Pacific Broadcasting Union that represents a major break-through in achieving a better balance in the collection, editing, and distribution of the world's news. This break-through was the Asiavision Satellite News Exchange, which has made it possible for many Asian countries--i.e., Indonesia, Malaysia, Brunei, Sri Lanka, India, Bangladesh, Pakistan, and Iran, to exchange local and regionally collected television news on a daily basis. News directors come together by means of satellite linkages for morning editorial teleconferences to decide which of the day's local news stories will be forwarded from each country to a coordinating center where the collected items are packaged and redistributed for inclusion in evening newscasts of participating countries. Because they lacked the resources to maintain their own correspondents abroad, developing countries had traditionally looked to major news centers who collected and redistributed news for the rest of the world, but this is no longer the case. By creating networks of cooperation, based on self-reliance and mutual assistance, these Asian countries are discovering that rather than being passive consumers, they can be active contributors to the world's news. (CGD)

ED 293 410 HE 021 232

Mussnug, Kenneth; Roberts, George

A Data Based Model for the Development of Technical Education Program Curricula at Institutions of Higher Education.

PUB DATE- Oct 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bachelors Degrees; College Curriculum; *Computer Oriented Programs; *Curriculum Development; Databases; Higher Education; Industry; *Manufacturing Industry; Needs Assessment; Questionnaires; *School Business Relationship; Technical Education; *Technical Occupations
IDENTIFIERS- *Western Kentucky University

The development of a data-based technical education curriculum at Western Kentucky University is described, with consideration of: assessment of the technical needs of the industrial community to identify topics for inclusion in the computer integrated manufacturing technology (CIMT) curriculum, assessment of available physical and human resources, assessment of the scope of each course and prerequisites, curriculum verification, and curriculum implementation. To determine the technical needs of the industrial community, a survey was developed and sent to 550 industries in Kentucky and Tennessee. Industry respondents ranked 85 topics that might be addressed by the CIMT curriculum. Projected equipment needs were identified based on the topics identified by the industrial community. To obtain required equipment, grants were written and industrial donations sought. The primary resource identified was faculty training. Faculty and industrial advisory committees evaluated the courses required in the CIMT program. Appendices provide: the CIMT survey, a list of proposed courses and content, and a list of courses by semester for the bachelor's level industrial technology major. 7 references. (SW)

ED 293 424   HE 021 337

Frances, Carol; And Others
Strategic Decision Making: Key Questions and Indicators for Trustees.
Association of Governing Boards of Universities and Colleges, Washington, D.C.
SPONS. AGENCY- Pew Memorial Trust, Philadelphia, Pa.
PUB DATE- 87
NOTE- 96p.
AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Washington, DC 20036 ($34.95 non-members; $24.95 members).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- College Programs; *Cost Effectiveness; *Decision Making;

Educational Finance; Evaluation Methods; Expenditures; Federal Aid; *Financial Policy; Financial Support; Governance; *Governing Boards; Higher Education; Investment; Money Management; Policy Formation; *Program Costs; *Resource Allocation; Trustees

This handbook is intended to assist governing boards of higher education institutions in using key indicators (quantitative or qualitative information that describes the condition of some aspect of the institution) to: evaluate the strategic position of their institutions, compare the institution to its peers, and monitor changes in its condition over time. The handbook is also intended to help trustees identify specific areas requiring the board's attention and to suggest the ways that key indicators can be used to make policy-level decisions. The following chapters are presented: (1) "Improving Decision Making"; (2) "Critical Decision Areas" (financial affairs, enrollment, institutional advancement, human resources, academic activities, student affairs, intercollegiate athletics, physical plant and equipment, auxiliary activities, and institutional mission) and "Critical Decision Areas and Strategic Issues Considered in Chapter 3"; (3) "Key Questions and Indicators" (for each of the critical decision areas); and (4) "Effective Use of Key Strategic Indicators" (a recommended procedure, collecting and analyzing the data, and roles and responsibilities of board and staff). Ten inserts are included at the back of the book that restate the critical decision areas, strategic issues, questions, and key trends and indicators; they are intended as aids to the reader and for later duplication and use. (KM)

ED 293 524 IR 013 049

Kerrigan, Frank; Tilley, Adrian
Mediated Education: Cue the Quizeratii: 'Blockbusters'.
PUB DATE- Jul 86
NOTE- 13p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Audience Analysis; Content Analysis; Educational Attitudes; Mediation Theory; *Programing (Broadcast); Secondary Education; Skill Development; Social Values; *Student Attitudes; Television Research

IDENTIFIERS- *United Kingdom

This study was conducted to record and evaluate, through a questionnaire and discussion, a young audience's perception of a quiz type television program with school age children as participants. The question under investigation was how the fundamental principle of a quiz show--in which knowledge is bartered for material gain--could be measured against or related to the state of education in the mid-1980s in Great Britain. One hundred and fifty young adults between the ages of 14 and 18 were surveyed on the following issues: (1) the context for viewing the program; (2) various levels of involvement according to age and gender; (3) identification with, and empathy elicited by, the program; and (4) audience perceptions of the contestants and the questioning. Analyses of the data indicated that, although the program is clearly popular with this age group, the respondents rejected the power relations and representations of youth offered by the quiz program. It is concluded that the key site for further analysis is the relationship with knowledge and how that relationship is structured, both within the experience of the program and within the students' daily experience of education. (6 references) (CGD)

ED 293 538 IR 013 210

Vooijs, M. W.
Changing Children's Perceptions of Violent Television Programmes by Curricular Intervention.
PUB DATE- Sep 87
NOTE- 21p.; Paper presented at the European Conference for Research on Learning and Instruction (2nd, Tubingen, West Germany, September 19-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Followup Studies; Foreign Countries; Junior High Schools; *Preadolescents; Pretests Posttests; *Programing (Broadcast); *Television Viewing; *Violence
IDENTIFIERS- *Critical Viewing; *West Germany

In this study, a nine-lesson curriculum designed to teach 10- to 12-year-olds to become more critical consumers of violent television programs was developed and evaluated. Data from an experimental field study conducted immediately after the intervention showed that children perceived violent television programs more critically, and the gap between children's and adults' perceptions had been reduced substantially. It was also found that most types of children could benefit from the curriculum. In a follow-up study two years later, the permanence of the effects of the curriculum were assessed, and it was found that some of the effects were still demonstrable. Copies of the charts and graphs used as overhead transparencies with the presentation are appended. (5 references) (Author/EW)

ED 293 581 JC 880 180

Floyd, Deborah L., Ed.
Toward Mastery Leadership: Strategies for Student Success. Summary Report of a Colloquium (4th Columbia, Maryland, July, 1987).
American Coll. Testing Program, Iowa City, Iowa.
PUB DATE- 88
NOTE- 108p.
AVAILABLE FROM- National Council on Student Development, Attn: Walter Bumphus, Howard Community College, Little Paxton Parkway, Columbia, MD 21004 ($5.00).

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Advising; Administrator Role; *Ancillary School Services; Community Colleges; *Educational Counseling; Information Systems; Leadership; Program Administration; Program Descriptions; Self Evaluation (Groups); *Student Development; *Student Personnel Services; *Student Personnel Workers; *Testing Programs; Two Year Colleges

This report of a national colloquium on promoting community college student success summarizes group discussions and provides the texts of six colloquium presentations. Chapter 1, "Leadership Strategies for Student Success: Issues and Challenges in the Community College," reports on small and large group discussions which sought to define student success, identify relevant issues, and make recommendations for action. The six presentations are given in chapters 2 through 7. They are: (1) "The Matrix Concept: Empowering the Student Development Professional," by George A. Baker, III, which recommends a restructuring and redesign of student services; (2) "Using an Assessment System to Create Student Success," by John Roth, which describes the cycle of service delivery, evaluation, and review necessary for an effective system; (3) "Computerized Student Information: One College Meets the Challenge," by Richard B. Schinoff, which describes the integrated student flow model operating at Miami-Dade Community College, Florida; (4) "Student Success: The Common Goal," by William Lindemann, which explains the planning principles and assumptions underpinning Central Oregon Community College's educational services process; (5) "Proving What We're Doing Is Working: The Student Flow Research Model," by Janis Cox Coffey, which presents an outcomes-based model for program evaluation; and (6) "Leadership for Effective Community Colleges," by B. A. Barringer, which describes the characteristics of community college leaders. (EJV)

ED 293 649   PS 017 306

Adams, Velma A.
A Guide to Program Development for Kindergarten: Part 1--A Preview.
Connecticut State Dept. of Education, Hartford.
PUB DATE- 88
NOTE- 46p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Involvement; Educational History; Educational Theories; *Emotional Development; Family School Relationship; Guidelines; *Kindergarten; Organization; Primary Education; *Program Development; State Programs; *Stress Variables; *Teacher Role; Transitional Programs
IDENTIFIERS- *Connecticut

In its nine chapters, this summary provides a preview of Connecticut's forthcoming "A Guide to Program Development for Kindergarten, Part 1." Chapter 1 reviews historical antecedents, including Froebel's influence, kindergarten in the United States before 1900, European influences in the early 20th century, American influences, the kindergarten debate, and recent history. Chapter 2 discusses maturationist, behaviorist, and interactionist theoretical models and their influence on kindergarten programing, as well as the developmental stages and diverse understandings of kindergarten children which teachers must take into account. Chapter 3 offers guiding principles for a high quality kindergarten, including a list of the teacher's roles and related competencies and strategies. Chapter 4 describes kindergarten children's emotional and social development. Particular attention is given to sources of stress on kindergarten children and ways to handle stressed children. Chapter 5 describes the integrated curriculum, activity centers, unification of learning through a theme, interactive learning, contributions of play to growth, curriculum areas, and teaching of thinking skills. Chapter 6 focuses on the organization of the kindergarten. Chapter 7 describes ways of building a home-school-community partnership. Chapter 8 discusses the child's transition from preschool to kindergarten. Chapter 9 deals with program planning and evaluation. (RH)

ED 293 664 PS 017 336

Report on the Activities for the Year 1987 of the Select Committee on Children, Youth, and Families. House of Representatives, 100th Congress, First Session, together with Additional Minority Views.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

REPORT NO.- House-R-100-000
PUB DATE- 88
NOTE- 199p.; Portions contain small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-06468-4).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescents; *Child Abuse; Child Neglect; *Children; Day Care; *Diseases; Early Childhood Education; Eating Habits; Economic Factors; Educational Change; *Family (Sociological Unit); *Federal Programs; Females; Foster Care; Futures (of Society); Health Insurance; Hearings; *Homeless People; Mental Health; Parent Participation; Racial Relations; Violence
IDENTIFIERS- Catastrophic Insurance; Congress 100th

Activities of the House Select Committee on Children, Youth, and Families during 1987 are recounted in this report. After a brief summary of testimony received in hearings and a description of sites visited and reports issued, the committee print provides extended summaries and related factsheets concerning hearings on: (1) AIDS and young children; (2) homelessness; (3) child abuse and neglect in America; (4) child care and employment; (5) catastrophic health insurance; (6) race relations and adolescents; (7) the crisis in foster care; (8) changing economics in the South; (9) opportunities for success for children from infancy to adolescence; (10) alternative reproductive technologies; (11) prevention of out-of-home placement; (12) AIDS and teenagers; (13) Florida's economic future and the child care crisis for families; (14) American families in tomorrow's economy; (15) children's mental health; (16) eating disorders; (17) women, violence, and law; (18) infant mortality in Illinois; and (19) the parents' role in educational reform. After a list of witnesses and others submitting testimony, selected reports are excerpted. Excerpts concern official neglect of abused children in America, current conditions and recent trends related to U.S. children and their families, federal programs affecting children, and children and AIDS. Minority views of committee members are included. (RH)

RC

ED 293 678 RC 016 578

Lilley, Stephen; And Others

North Carolina Farm Survey.

North Carolina State Univ., Raleigh.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
PUB DATE- Nov 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Attitudes; Demography; *Educational Needs; Extension Education; *Farmers; *Farm Management; Futures (of Society); Income; Money Management; Recordkeeping; *Rural Extension; *Rural Farm Residents; Stress Variables
IDENTIFIERS- *North Carolina

Interviews with 725 North Carolina farm operators revealed: the extent of economic, social, and emotional stresses on farm families; perceptions of the future of agriculture; the degree of reliance on off-farm income; financial management practices; and programs needed from the Agricultural Extension Service. Almost 66% viewed their future in farming as doubtful. Although most farmers planned to keep operations at about the same level over the next 2 years, 9% indicated plans to leave farming (the majority planning to retire). A majority of farmers thought friends, neighbors, and human service agencies were providing adequate support. Reported levels of personal stress were higher among farmers who reported 200 or more days of on-farm work compared to those who reported fewer days. Although over 66% reported at least one potential source of retirement income (usually social security benefits), households most dependent on farm income were less likely to have a potential source. Most farm operators reported keeping financial records, primarily income and cash flow statements and balance sheets. The North Carolina Agricultural Extension Service was the most-mentioned information source for farm record-keeping advice. Respondents indicated a strong demand for financial management programs from the North Carolina Agricultural Extension Service. (NEC)

ED 293 725   SE 049 112

The Role of Inconsistent Ideas in Learning Mathematics.

Georgia Univ., Athens. Dept. of Mathematics Education.

PUB DATE- 7 Apr 88
NOTE- 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; College Mathematics; *Concept Formation; Educational Research; *Elementary School Mathematics; Elementary Secondary Education; Mathematical Vocabulary; *Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Preservice Teacher Education; *Secondary School Mathematics
IDENTIFIERS- *Mathematics Education Research

This document presents four research papers related to the role of inconsistent ideas in learning mathematics and a discussion paper related to the same issue. The titles of the papers are: (1) "Cognitive Conflict in Procedure Applications" (Merlyn Behr and Guershon Harel); (2) "Inconsistencies in Preservice Elementary Teachers' Beliefs and about Multiplication and Division" (Anna O. Graeber and Dina Tirosh); (3) "The Relationship of Students' Definitions and Example Choices in Geometry" (Patricia S. Wilson); and (4) "Inconsistencies in the Learning of Calculus and Analysis" (David Tall). The discussion paper is entitled "Cognitive Conflict in Learning Mathematics" (Leslie P. Steffe). (PK)

ED 293 741 SO 018 647

White, Charles S.
Information Technology and Representative Government: Educating an Informed and Participative Citizenry.
PUB DATE- 15 Nov 87

NOTE- 19p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Dallas, TX, November 15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; Government (Administrative Body); Information Dissemination; Information Needs; Information Processing; Information Services; *Information Technology; Participative Decision Making; Public Affairs Education; *Social Studies; User Needs (Information)

This document examines the relationship between the principle of representative government and information in light of dramatic changes in technology. The information age has increased the volume of information and the velocity of its transmission, while linking citizens directly to the site of decisions and facilitating direct citizen participation in political decision-making. Potential negative effects include the fact that the high costs of arranging and supporting teledemocracy systems may be so substantial that those who bear the costs will want to establish the agendas, and studies indicate that technology does not reduce apathy. New technologies have resulted in an over abundance of information, which often leads citizens to make decisions based on image rather than substance. Implications for social studies education include understanding: (1) information processing techniques; (2) information selectivity; and (3) participation attitudes and skills. Social studies educators should collaborate with software designers to develop system interfaces that enhance user search efficiency and provide education that stresses knowledge, information processing, skills, and first-hand experiences. There must be commitment to the vitality of representative government and the belief that citizens can be informed and participate responsibly. (JHP)

ED 293 398 HE 021 188

Adey, David, Comp.; And Others
Distance Education in Southern Africa Conference, 1987. Papers 1: The Theory and Practice of Distance Education.
South Africa Univ., Pretoria.
PUB DATE- May 87
NOTE- 209p.; Papers presented at the "Distance Education in Southern Africa: Preparing for the 21st Century" Conference (Pretoria, South Africa, May 18-21, 1987). For other volumes from this conference, see HE 021 189-197.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- Art Education; Comparative Analysis; Course Content; Definitions; *Distance Education; Foreign Countries; Futures (of Society); Individualized Instruction; *Nontraditional Education; Postsecondary Education; Student Evaluation; Teacher Effectiveness; Voluntary Agencies
IDENTIFIERS- *Africa (South); *University of South Africa

Fifteen papers from the University of South Africa's Conference on Distance Education are presented on the theory and practice of distance education. Titles and authors include: "Evaluation at a Distance" (Margalit Ganor); "Can the Tables Be Turned? Likelihood That Distance Teaching at University Can Be More Effective Than Attendance Teaching" (Pieter du Plessis); "Do Existent Definitions of Distance Education Allow for Analysis of Such a Provision in a Volunteer Organization?" (Lynette Douglas); "Elitism vs. Pragmatism: Scientific Approaches to Course Design" (A. D. Adey); "Distance Education: Preparing for the 21st Century" (F. van den Bogaerde); "The Effectiveness of Personalised Instruction in Distance Education: An Empirical Study" (Wilhelm Jordaan); "Access to the Original: The Potential of a University Art Collection in Distance Education" (Lucy Alexander); "An Experimental Model for Distance Teaching--A Case Study" (Herman Conradie); "Distance Teaching and Learning: Joyful Realization or Frustrated Expectation?" (J. J. Booyse); "Evaluating Academic Competence on the Tertiary Level within Half an Hour" (J. J. Roelofse); "Didactic Objectives in Distance Teaching" (Adriaan J. Smit); "The Problematics of Distance Education from a Tutor's Point of View" (Smit); "The Written Assignment--Teaching or Evaluating?" (Thinus Dreckmeyr); "Evaluation of Student Progress in Distance Education" (Johan P. Degenaar); and "The Training of Lecturers by UNISA" (W. J. du Plooy). (LB)

ED 293 439 HE 021 352

Terenzini, Patrick T.; Wright, Thomas M.

The Influence of Academic and Social Integration on Students' Personal Development during Four Years of College. AIR 1987 Annual Forum Paper.

PUB DATE- May 87

NOTE- 33p.; Paper presented at the Annual Forum of the Association of Institutional Research (27th, Kansas City, MO, May 3-6, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Students; Higher Education; Institutional Research; *Learning Experience; Longitudinal Studies; *Socialization; *Student College Relationship; *Student Development; Student Experience

IDENTIFIERS- *AIR Forum

The way that college students' levels of academic and social integration influenced their reported personal development during 4 years of college was investigated. The question of whether the types of influences on growth varied from one year to the next was also studied. During the summer of 1980, a sample of freshmen completed a questionnaire covering academic and personal background. In April of 1981-1984, a detailed questionnaire covered students' experiences during the year just ending. A total of 206 students participated in each of the 4 years. It was found that students' reports of their personal development in each year was strikingly constant from one year to the next. At the same time, however, some variation was apparent in the influence of any given year on students' reports of their cumulative growth over the 4-year period. The junior and senior years appeared to have a direct effect on reported cumulative growth, whereas the effects of the freshman and sophomore years were all indirect, each year's influence being mediated through the succeeding years. Academic integration appears to be somewhat more influential than social integration in the lower division years, but social integration would seem to grow in influence in the upper division years. 22 references. (SW)

ED 293 468 HE 021 382

Current Funds Revenues and Expenditures in Institutions of Higher Education: Fiscal Years 1983-1986. OERI Bulletin.

Center for Education Statistics (OERI/ED), Washington, DC.

REPORT NO.- CS-88-258b
PUB DATE- Feb 88
NOTE- 28p.; Tables may not reproduce well due to small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; *Expenditure per Student; Expenditures; Fees; *Financial Support; *Higher Education; *Income; Program Costs; Resource Allocation; Student Costs; Tuition; Two Year Colleges
IDENTIFIERS- *Revenue Diversification

Findings from the Financial Statistics of Institutions of Higher Education Survey (conducted each fall as part of the Higher Education General Information Survey (HEGIS) are presented in 13 tables and a summary. Statistics show college and university current funds revenues and expenditures exceeded $100 billion for the first time in the fiscal year 1986. This is 9% higher for both revenues and expenditures than in fiscal year 1985. The growth in revenues and expenditures outpaced inflation for the fourth year in a row. Though public and private institutions receive their funds from different sources, they spend them in a similar manner. Statistics for fiscal year 1986 indicate both public and private four-year institutions spent the largest portion of their funds on instruction. Other findings from the surveys for fiscal years 1983-1986 are noted. Information includes revenues in public and private four-year institution, by source; revenues in public and private two-year institutions, by source; changes in current funds expenditures; expenditures in public and private four-year institutions, by function; expenditures in public and private two-year institutions, by function; and revenues and expenditures per FTE (full-time equivalent) student. Appendix A describes the data source, consisting of every institution in HEGIS, and appendix B gives definitions. (SM)

ED 293 481 IR 013 003

Allen, Jeanne Thomas

Television's Take-Off: Electronics, the United States and World War II.

PUB DATE- Jul 86
NOTE- 18p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Industry; *Commercial Television; Federal Government; Government Role; Private Agencies; Research and Development; *Technological Advancement; Television Research; *United States History; War
IDENTIFIERS- *World War II

The tremendous surge of investment capital and research development enjoyed by television under the strong incentives provided by World War II probably resulted in the development of a commercially exploitable television system much earlier than would have been possible otherwise. Cooperation between government and industry in this research and development effort during the war was the context for television's rapid diffusion to the American public in the years after the war's close, and the industry as a whole reaped the benefits of the war innovations. Television receivers for American homes became widely available in the 1950s following a wartime freeze on commercial exploitation, with the five-year period after V-J Day producing the largest financial returns to manufacturers in the history of the industry. The war experience provided two significant directions to the United States and international television history, i.e., the impact of military interest in television for design, research and development, and the informing influence of corporate/government cooperation in shaping both non-military domestic commercial broadcasting and commercial television. Cultivated in the context of commercial sales and military control, the essence of televisual design in the United States is its one-way-ness and its capacity for remote control both in terms of sales persuasion and control in non-peer power relations. (28 footnotes) (CGD)

ED 293 620 PS 017 196

Chiam, Heng Keng

Adolescents and Significant Others: Relationships and Influences.

PUB DATE- Jul 87
NOTE- 37p.; Paper presented at the Biennial Conference of the International Society for the Study of Behavioral Development (9th, Tokyo, Japan, July 12-17, 1987).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Foreign Countries; High School Students; *Parent Influence; *Peer Influence; Secondary Education; *Significant Others; *Social Attitudes; *Student Attitudes; Teacher Student Relationship
IDENTIFIERS- *Malaysia

The Adolescent-Significant Others' Relationship Questionnaire was administered to 4,822 Malaysian students who ranged in age from 13 to 19 years. Subjects were Form I, III, and V students selected from six states in peninsular Malaysia by cluster sampling. The sample consisted of approximately equal numbers of males and females; urban and rural; and high, average, and low ability students. The sample, which included Malays, Chinese, Indians, and others, reflected the racial composition of the population. Data suggested that Malaysian adolescents tend to view their mothers as loving, caring, and understanding. Fathers are seen as being more knowledgeable in matters of the world. When students were asked to rank the persons they admire and respect most, mothers received the highest rank, fathers the second, and peers the third. These and related findings countered the belief that peers influence adolescents more than parents do. However, findings indicated that as adolescents grow older, they increasingly rely on peers for help in school work, emotional problems, girl-boy problems, sex-related problems, and problems regarding leisure and recreation. Findings reinforced the belief that students' attitudes toward teachers have changed drastically in the last few decades; only 2.6 percent of subjects nominated the teacher as their most admired and respected person. Thirty-three data tables are appended. (RH)

ED 293 635 PS 017 280

Orr, Arlene T.; Amos, Neil G.
Effective Kindergarten Teachers in Mississippi.
PUB DATE- 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Kindergarten; *Minimum Competencies; Minimum Competency Testing; *Preschool Teachers; Primary Education; State Programs; *Teacher Attitudes; Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS- *Mississippi; Mississippi Teacher Assessment Instruments; *Supervisory Conference Rating Scale; Teacher Principal Conferences

A study was conducted to determine if significant attitudinal differences concerning evaluation by principals could be found between Mississippi's kindergarten teachers and other grade-level teachers immediately after administrators had evaluated teachers with the Mississippi Teacher Assessment Instruments (MTAI). Designed to assess minimum teacher competencies, the MTAI evaluate teaching plans and materials, position skills, and interpersonal skills in the class. Before evaluation, every teacher in the state was provided with a copy of the MTAI and some level of staff development concerning evaluation prior to use of the MTAI. All administrators were prepared to implement the instruments through participation in extensive training sessions. A random sample of teachers was asked to judge aspects of their teacher evaluation conference and their evaluating administrator by completing the Supervisory Conference Rating Scale, a series of 24 descriptive scales. Of 285 responding teachers working in 13 school districts, 20 were kindergarten teachers; of these, 75 percent were white, and 25 percent black. Findings indicated that the attitudes of kindergarten teachers were more positive on several dimensions, but did not significantly differ from those of teachers at other grade levels. No kindergarten teacher failed the evaluation. Related materials, including a list of the MTAI competencies and Supervisory Conference Rating Scales, are provided. (RH)

ED 293 693 SE 049 028

Johnson, Elmima C.; And Others

Cooperative Science: A National Study of University and Industry Researchers. Case Studies. Volume II.
National Science Foundation, Washington, DC. Div. of Industrial Science & Technological Innovation.

REPORT NO.- NSF-84-39A
PUB DATE- Nov 84
NOTE- 48p.; For volume 1 of this study, see SE 049 027.
AVAILABLE FROM- National Science Foundation, Forms & Publications Unit, 1800 G Street NW, Room 232, Washington, DC 20550 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biology; *Case Studies; Chemical Engineering; Chemistry; *College Science; Computer Science; *Cooperative Programs; Federal Aid; Fisheries; Higher Education; Programing Languages; *Research Projects; *Research Universities; *School Business Relationship; Science Education

This report presents nine case studies of Industry/University Cooperative Research (IUCR) projects supported during 1978-1980 by the National Science Foundation. The intent of this document is to provide readers with a qualitative picture of cooperative science as practiced under the IUCR program. The information presented in this report is designed to be illustrative and hypothesis-generating rather than definitive and hypothesis-testing. The case studies presented include projects that deal with: (1) computer language systems; (2) fluid dynamics; (3) filtration processes; (4) electrochemistry; (5) nuclear science; (6) polymer chemistry; (7) limnology and fisheries biology; (8) non-destructive testing; and (9) chemical engineering. (TW)

ED 293 356   FL 017 332

Adams, Eleonora K.
Training the Professional Interpreter for the Commercial and Legal Setting.
PUB DATE- May 87
NOTE- 36p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Business Communication; Educational History; *Educational Needs; Higher Education; *Interpreters; *Job Skills; *Languages for Special Purposes; Occupational Information; Professional Associations; Second Language Instruction; Technological Advancement; *Translation
IDENTIFIERS- Georgetown University DC; *IBM Corporation

The United States has been training interpreters only in the recent past, but the American penchant for technology has furthered the profession as a whole. Benchmarks in this process include machines introduced at the 1936 Paris World Fair and the Nuremberg trials, establishment of the United Nations, language services, development of the Division of Interpretation and Translation at Georgetown University, and substantial technological advancements made by IBM. Formerly, interpreters entered the profession without formal training, but this is no longer the case. The linguistic demands on interpreters are heavy, including formal language, specialized jargon, colloquial language, and dialects and heavy accents. The contexts in which the interpretor works are varied, and his role in some situations may be misunderstood. Legal and political consequences of bad translation can be far-reaching. The training available in several United States institutions is now excellent. Both general and specialized language training can be obtained. Experience provides a great deal of education, and keeping current with the times is also important preparation. However, it is not always possible to be adequately prepared to interpret obscure vocabulary or expressions. Both interpreters and translators should join professional associations, on entering the profession, to stay up-to-date in the field. Appended are: (1) the Code of Professional Responsibility for Interpreters, Transliterators and Translators in New Jersey courtrooms; (2) Bylaws of the Association of Professional Legal Interpreter/Translators of New Jersey; and (3) a proposed Assembly Bill concerning the selection, qualification, employment and supervision of legal interpreters in New Jersey. (MSE)

ED 293 371 FL 017 353

Waynant, Louise F.
8th Grade Physical Science Units Modified for ESOL Students, Middle School.
Prince George's County Public Schools, Upper Marlboro, Md.
PUB DATE- 18 Nov 87
NOTE- 170p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; Class Activities; *English (Second Language); Grade 8; Instructional Materials; Junior High Schools; Laboratory Procedures; *Limited English Speaking; *Physics; *Science Curriculum; *Scientific Concepts
IDENTIFIERS- *Prince Georges County Public Schools MD

A packet of supplementary materials for eighth grade science instruction for limited-English-proficient students is intended for beginning and intermediate students of English as a second language (ESOL). It contains worksheets and activities designed to increase student participation, challenge them within their language ability, create positive learning experiences, and be used with the entire class for both content and concept material. The activities assist in the development and reinforcement of content language skills while requiring minimal amounts of individual instruction. Four units are included, covering the philosophy of science, basic science skills and techniques, chemistry, and physics. Each unit contains a series of two to 14 subunits consisting of content-related exercises. The exercise types include fill-in-the-blank, identification, crossword puzzles, matching, and deductive thinking activities. (MSE)

ED 293 385 HE 020 546

Fong, Bobby
The External Examiner Approach to Assessment. AAHE Assessment Forum Paper.
American Association for Higher Education, Washington, D.C.
SPONS. AGENCY- Association of American Colleges, Washington, D.C.
PUB DATE- Jun 87
NOTE- 27p.; Paper presented at the National Conference on Assessment in Higher Education (2nd, Denver, CO, June 14-17, 1987). Paper collected as part of the American Association for Higher Education Assessment Forum.
AVAILABLE FROM- American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Achievement Tests; Bachelors Degrees; College Students; Criterion Referenced Tests; *Educational Assessment; Higher Education; Knowledge Level; Majors (Students); Models; *Outcomes of Education; *Student Evaluation; Test Reliability; Test Validity
IDENTIFIERS- *AAHE Assessment Forum; College Outcomes Assessment; *External Evaluation; Great Britain

The external examiner approach to assessment can address concerns that American educational standards are low, curricular coherence is lacking, and college students are learning insufficiently. The discussion: (1) contrasts the conditions in British and American higher education that make the British model inappropriate for the United States; (2) explores how the external examiner model nevertheless has applications that address American needs for assessment; (3) review the considerations of reliability and validity in external examiner use of comprehensive and oral examinations; and (4) gives examples of how American institutions are presently using external examiners to evaluate learning in courses, internships, and senior projects, as well as assessing summative learning in majors. (Author/KM)

ED 293 510 IR 013 033

Eleftheriotis, Dimitris
New Technologies--New Bodies? A Discussion of TV Commercials.
PUB DATE- Jul 86
NOTE- 31p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986). Illustrations may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; *Body Image; Genealogy; *Human Body; Modernism; Power Structure; *Sexuality; *Television Commercials
IDENTIFIERS- *Foucault (Michel); *Postmodernism

Intended to relate contemporary attitudes toward the representation of the human body with some aspects of the ongoing debate on postmodernism, this paper begins by briefly discussing the work of Michel Foucault during the modern period (1790-1950). A review of the particular ways in which Foucault relates the body to ideas of power relations, together with a review of the literature on ways in which postmodernism deals with similar problems in contemporary society, provides the basis for investigating how a synthesis of the two approaches could give a theoretical basis for an analysis of the representation of the body in this new postmodern world. Examples taken from television commercials in which the human body is featured in some way are used to illustrate postmodern attitudes toward the representation of the body. The paper concludes by arguing that there is an urgent need to monitor, analyze, and intervene in discourses related to new technologies, the body, and pleasures; a need to review the language and the object of criticism; and a need to theorize the new forms that power relations take. (50 end notes) (CGD)

Crocker, Christine; And Others
A National Library Card for External Students? An Investigation into a Possible System of Borrowing Privileges for All External Students at All Tertiary Libraries. Final Report.
Commonwealth Tertiary Education Commission, Belconnen (Australia).
REPORT NO.- ISBN-0-7300-0248-9
PUB DATE- Apr 87
NOTE- 87p.; The majority of the document is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Distance Education; Fees; Foreign Countries; Higher Education; *Library Circulation; Library Cooperation; *Library Networks; Library Surveys; National Surveys; Questionnaires; Users (Information)
IDENTIFIERS- *Australia; *External Students (Australia); Library Cards

Based upon the 211 usable responses received to a survey of the libraries of 68 colleges of advanced education, 19 universities, and 226 technical and further education (TAFE) colleges in Australia, this report considers the establishment of a system that would permit distance education students to borrow materials from a local academic library. Findings of the survey are reported for current policy and practice on lending to academic staff and students of other institutions (of all levels and types of course, undergraduate and higher degree, external and internal); the circumstances in which they would permit visiting external students to borrow materials (identification, authorization, sanctions, financial compensation); willingness to support their own students elsewhere; and the mechanisms of cooperation. A possible future system is recommended which includes guidelines for institution participation, and it is suggested that one library be commissioned to coordinate the new system. The text is supplemented by seven tables, a copy of the survey questionnaire and cover letter are provided, and the current borrowing privileges for external students at the institutions responding to the survey are listed. (EW)

ED 293 568 JC 880 142

barnes, Carol; And Others
Community College Leadership Programs, May 1987. Background Paper.
PUB DATE- May 87
NOTE- 18p.; Report of the Joint Committee of the California State University and the California Community Colleges on Leadership Programs.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrators; Community Colleges; *Doctoral Programs; Educational Needs; *Faculty Development; Full Time Faculty; Leadership; *Leadership Training; Part Time Faculty; Program Descriptions; Two Year Colleges
IDENTIFIERS- *California

This paper provides a wide range of information related to leadership and development needs in the California community colleges. First, a summary is presented of five studies or activities concerned with community college leadership, including: (1) the work of the Commission for the Review of the Master Plan for Higher Education; (2) the California Postsecondary Education Commission's (CPEC's) study of the staff development needs of the three segments of higher education in California; (3) a CPEC study of the perceptions of community college administrators regarding the need for doctoral degree programs specifically designed for California community college administrators; (4) the work of the Community College Task Force on Credentialing (Minimum Qualifications) of Faculty and Administrators; and (5) a study of the employment of part-time community college faculty. Next, data are provided on the number of full-time faculty and part-time faculty, administrators, and other staff members in California community colleges. The next section sets forth a number of assumptions about turnover, the demand for doctoral degrees among full-time faculty, and the need for specially designed leadership training programs. Next, an inventory of existing programs with leadership or staff development components is presented with a breakdown of partnerships and regional approaches, community college programs, California State University programs, University of California programs, and independent colleges and universities offering doctoral programs in education. Finally, an outline is provided of the underlying principles and structures of a possible education doctorate emphasizing community college leadership. The appendix provides a list of programs and courses relating to community college leadership offered by the various campuses of California State University. (EJV)

ED 293 594 JC 880 201

Gelfman, Arnold J.; Banacki, J. Robert
A Model Program To Assess a College's Impact by Census Tract.
Brookdale Community Coll., Lincroft, N.J.
PUB DATE- 10 Nov 87
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Census Figures; *Community Characteristics; Community Colleges; *Demography; Population Distribution; *Population Trends; Racial Composition; *Research Methodology; *School Demography; Two Year Colleges
IDENTIFIERS- *New Jersey (Monmouth County)

Using figures for Monmouth County and Brookdale Community College (BCC) in New Jersey, this report presents a methodological model for using census tract data to determine the impact of a college or university on the communities it serves. Introductory material lists the types of demographic information available for each census tract and states the objectives of the BCC demographic study. The next section explains the procedures whereby census tract numbers were determined for all BCC students and comparisons between BCC and census tract demographics were made. Information on contract costs and software is provided. Finally, findings are presented, indicating that: (1) the mean participation rate for the tracts was 14.8%, with a range of 0.0 to 31.4%; (2) BCC's overall impact rate into the group of tracts with the smallest number of persons aged 15 and over was 13.4%, compared to an impact rate of 11.1% into tracts with extremely large numbers of persons aged 15 and over; (3) the tracts with the highest proportions of adults were older, geographically smaller, and more established communities along the eastern seashore of the county; (4) women comprised 59.4% of the entering students from tracts with the smallest proportions of adults and 57.5% of the entering students from tracts with the largest proportion of adults; and (5) while 10.9% of Monmouth County's population is made up of Blacks, Puerto Ricans, and other Hispanics, only 6.9% of BCC students identified themselves as belonging to these groups. Recommendations for educators interested in implementing this research model are provided throughout the report. (EJV)

ED 293 607 JC 880 216

Randall, John D.; And Others
1988-89 Basic Agenda.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jun 88
NOTE- 50p.; Discussed as Agenda Item Number 18 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, June 2-3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Community Colleges; Educational Finance; Educational Objectives; Educational Planning; *Educational Policy; Educational Quality; Governance; Governing Boards; *Policy Formation; School Personnel; Staff Development; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

The "Basic Agenda" of the Board of Governors of the California Community Colleges (CCC) is developed annually to establish priorities for the community college system and act as the Board's chief policy-making document. The 1988-89 agenda identifies 20 major issues facing the colleges and offers concrete solutions for their resolution during the coming years. The policy statements are presented in five major categories: (1) educational excellence, which includes transfer education, vocational education and retraining, basic skills and English as a Second Language, and academic standards and quality; (2) student access and success, which includes efforts to define and determine the scope of student services, recruit the underrepresented, improve the basic skills of the underprepared, offer services for single parents, and implement meaningful assessment programs; (3) human resources, which includes faculty replacement, teaching incentives, and staff development; (4) finance, which focuses on adequate, predictable, and effective funding, and on facilities and equipment; and (5) developing the community college system, including recommendations concerning state/local delineation of governance, communications, accountability, and management information. Appendixes include summaries of responses from educators to the agenda; a Delphi project conducted to gather input for the agenda; and the major provisions of agendas adopted from 1984 through 1988. (EJV)

ED 293 709 SE 049 075

Auldridge, Teresa; And Others
River Times.
Mathematics and Science Center, Richmond, VA.
PUB DATE- 87
NOTE- 121p.; Developed with a grant from the Virginia Environmental Endowment through Richmond Renaissance. Photographs and some drawings may not reproduce well.
AVAILABLE FROM- Mathematics and Science Center, 2401 Hartman Street, Richmond, VA 23223 ($30.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); *Ecology; *Elementary School Science; Elementary Secondary Education; *Environmental Education; Middle Schools; Science Activities; Science and Society; Science Education; *Secondary School Science; *Social Studies; Teaching Methods; Water Pollution; Water Quality; *Water Resources
IDENTIFIERS- Environmental Education Programs; *James River; Virginia

The James River is one of the most precious resources of Virginia. It was the site of the first permanent English settlement in the New World; the power of the water at the Fall Zone was a major factor in the development of Richmond; and the river served as a primary transportation route to the West via the Kanawha Canal. Both the water itself and the fish and shellfish it has produced have been used by humans for centuries. Management of the river is a complex problem involving ecological questions which are often influenced by both political and economic considerations. The activities in "River Times", a social studies program for students in grades 4 through 9, deal with both the geology and ecology of the James and the cultural history of the Capital region from the settling of Jamestown to the present. Students are introduced to the concept that environmental management is interdisciplinary in nature. Several of the activities encourage students to enlist the aid of their parents in answering questions or completing projects. The activity guide is based upon the following concepts: (1) the James River is a major geological feature in Virginia; (2) clean water is crucial to human, plant, and animal life; and (3) people's perceptions of the James River has changed over time. Black and white photographs, maps, drawings, reproductions of old prints and other graphics illustrate the text. (TW)

ED 293 411　　　　　　　　　　HE 021 324

Report on Utilities Usage and Cost. 1981-82 to 1985-86.
Alabama State Commission on Higher Education, Montgomery.
PUB DATE- Dec 87
NOTE- 135p.; Statistical tables contain small print. For prior report, see ED 274 286.
AVAILABLE FROM- Alabama State Commission on Higher Education, One Court Square, Suite 221, Montgomery, AL 36197-0001.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Air Conditioning; Building Operation; Electrical Systems; Energy Conservation; *Energy Management; *Fuel Consumption; Fuels; Heating; *Higher Education; *Public Colleges; State Colleges; *State Surveys; State Universities; *Utilities
IDENTIFIERS- *Alabama

The Alabama Commission on Higher Education spent 3 years compiling and analyzing information on the consumption and costs of energy and other kinds of utilities by Alabama public colleges and universities. Usage and cost information is taken from each institution's quarterly utilities report. It is noted that interinstitutional comparisons can be misleading, but that overall energy use dropped from 1984-85 to 1985-86 for the first time in 5 years. Graphs on energy usage at all of the participating institutions are provided. The utilities usage and cost summary section offers statistical tables on senior institutions and two-year institutions (junior colleges, technical colleges, and community colleges). Data are provided on the year, gross area, heating fuel/steam, electrical energy, total energy, cost of utilities, heating (degree-days per year), and cooling (degree-days per year). The appendix includes a copy of the quarterly utilities report form and a preliminary report called "Study of Relationship between Energy Usage and Heating Degree-Days and Cooling Degree-Days." A brief description of the Alabama Commission on Higher Education concludes the report. (SM)

ED 293 454 HE 021 367

Woolfork, Kevin G.
The 1988-89 Governor's Budget: A Staff Report to the California Postsecondary Education Commission. Staff Report Series, Report 88-3.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- Feb 88
NOTE- 25p.
AVAILABLE FROM- Publications Office, California State Postsecondary Education Commission, 1020 Twelfth St., Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Administration; *Budgets; *Capital Outlay (for Fixed Assets); Community Colleges; Costs; Educational Facilities; *Educational Finance; Higher Education; Master Plans; *Postsecondary Education; Research; Resource Allocation; *State Aid; State Colleges; State Legislation; State Universities; Statewide Planning; Student Financial Aid; Teacher Salaries
IDENTIFIERS- *California

Information available in the 1988-89 California Governor's budget staff report includes an overview of the Governor's budget; an overview of the budget for higher education; proposed budgets for the University of California, the California State University, California community colleges, Hastings College of the Law, and the California Maritime Academy; capital outlay funding for the segments; the California Student Aid Commission; and areas of special interest to the commission (cooperative programs among educational institutions, student financial aid programs, future needs for educational facilities, and faculty salaries). The conclusions identify this budget as solid for postsecondary education, offering sufficient funding for enrollment growth, daily attendance growth, faculty salary increases, facilities needs, and new research. There is no money, however, to fund reform initiatives in the community colleges. (SM)

ED 293 496 IR 013 018

Buckingham, David
'You and Me': The Construction of Subjectivity in Television for the Pre-School Child.
PUB DATE- Jul 86
NOTE- 68p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Psychology; *Childrens Television; *Classification; Comparative Analysis; Educational Psychology; *Educational Television; Foreign Countries; *Preschool Children; Preschool Education; *Programing (Broadcast); *Research Methodology; Student Centered Curriculum; *Television Research
IDENTIFIERS- United Kingdom

Based on an analysis of programs in a British Broadcasting Company (BBC) series transmitted during the 1984-1985 school year, this discussion of the pedagogy of educational television in Great Britain reviews previous analyses of children's television from both a media studies perspective and from within educational psychology, and proposes an alternative mode of investigation that examines the forms of subject positioning used within the programs. This investigation attempts to make connections between theories of discourse developed within film and literary theory and recent accounts of subjectivity provided by critical works in child psychology. The main part of the paper presents an illustrated typology of modes of subject positioning and a comparative analysis identifying a shift in pedagogic style that has occurred in the BBC series over the past five years. It concludes with a critique of the progressivist or child-centered emphasis of the more recent material, and of its covert models of social regulation. (57 references) (Author/CGD)

ED 293 525 IR 013 050

Kepplinger, Hans Mathias; And Others
The Influence of Nonverbal Behavior on Person Perception in Television Interviews.
PUB DATE- Jul 86
NOTE- 31p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; *Audience Analysis; Foreign Countries; Influences; Interviews; *Mass Media; *Nonverbal Communication; *Opinions; Semantics; *Social Behavior; Television Research; Television Viewing; Videotape Recordings
IDENTIFIERS- *West Germany

A controlled experiment was conducted to test the extent to which nonverbal behavior between a journalist and a politician in a televised interview influences the way in which they are perceived by a television audience. Nine test films were produced that showed different versions of an interview in which the participants exhibited aggressive or defensive behavior. A video version of each of the nine test films was shown to a group of 25 students. Two hundred and twenty-five students participated and assessed their perceptions of the journalist and politician with a semantic differential instrument consisting of 18 seven-step scales. Results showed that the nonverbal behavior of the participants influenced the way in which they were perceived by both the television viewers and their conversation partners. Based on these findings, it was concluded that one conversation partner in a television interview can influence the social behavior of the other by changing his own behavior; and that the nonverbal behavior of the conversation partner in a television interview cannot be seen as a well-defined set of stimuli whose effects are developed independently of the effects of the behavioral context. (17 references, 1 figure, 3 tables) (CGD)

ED 293 539 IR 013 221

Sookpreedee, Nipone

Vocational, Technical and Management Distance Training Technology for the Twenty-First Century: Research of Computer Operation Training Packages Stereotyped in Thailand.

PUB DATE- Jul 87
NOTE- 24p.; Paper presented at the World Assembly of the International Congress of Educational Technology (24th, Eindhoven, The Netherlands, July 20-24, 1987).
AVAILABLE FROM- Sukhothai Thammathirat Open University, Bangkok, Thailand 11120 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Autoinstructional Aids; *Computer Science Education; Developing Nations; *Distance Education; Foreign Countries; Individualized Instruction; *Instructional Design; *Instructional Development; Microcomputers; *Multimedia Instruction; Program Evaluation
IDENTIFIERS- *Thailand

The use of different types of media for distance education, and the examination and evaluation of a computer-based distance training program in Thailand are the focus of this paper. After a discussion of the characteristics and types of media-based distance education--including print-based, audio-based, video-based, and computer-based programs--the procedures used for the development and evaluation of a computer-based distance training package on computer operation are outlined. It is noted that the program was tried out by demonstration school students at Bangsaen, and the following findings of that evaluation are presented: (1) trainees used the training package in less time than predicted by computer education experts; (2) the women used less time than the men, but the difference was not statistically significant; (3) the trainees preferred this training package over traditional and lecture training; and (4) each trainee spent a different amount of time using the training package. It is recommended that further research be undertaken to develop training packages using audio, television, teletex, videotex, and laser disks for vocational, technical, and management training. The text is supplemented by a diagram of the computer education distance training program, and 10 additional diagrams are appended. (4 references) (Author/EW)

ED 293 679 RC 016 591

Rodriguez, Richard F.
Bilingual Special Education Is Appropriate for Mexican-American Children with Mildly Handicapping Conditions. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-88-04
PUB DATE- Jan 88
NOTE- 15p.
CONTRACT- 400-86-0024
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Bilingual Education; Educational Diagnosis; Educational Needs; Elementary Secondary Education; *Instructional Development; Limited English Speaking; Mexican American Education; *Mexican Americans; *Mild Disabilities; Minority Group Teachers; *Parent Role; Parent School Relationship; Preservice Teacher Education; *Special Education; Teacher Education Curriculum; Teacher Qualifications
IDENTIFIERS- ERIC Digests

Mexican American children have made poor progress in special education programs as currently structured. Existing data appear to indicate that minority children, particularly Mexican American, continue to be placed in special education out of proportion to their numbers in the general population. Although the Education for All Handicapped Children Act (PL 94-142) requires that each child referred to special education receive a comprehensive assessment using valid tests administered in the child's dominant language, current assessment practices lead to mislabelling and misplacing Mexican American students. Lack of trained personnel makes it impossible to provide appropriate services to bilingual special education children as mandated by PL 94-142. The development of instructional programs is hampered by lack of knowledge about the learning styles and cognitive development in minority group, bilingual children. Comprehensive, evaluated programs taking these factors into account have not been developed or proven effective for minority group handicapped children. A school district's philosophy of bilingual education and the type of language instruction provided will have a major impact on bilingual special education students. Parental involvement in a child's total educational program has recently become a principle intervention strategy and should be used with minority group parents. (JHZ)

ED 293 726 SE 049 113

Klass, Patricia Harrington

Using Microcomputer Spreadsheet Programs To Teach Statistical Concepts.

PUB DATE- 6 Apr 88

NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Some charts may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Mathematics; *Computer Assisted Instruction; *Computer Software; Computer Uses in Education; Higher Education; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Microcomputers; Multiple Regression Analysis; *Statistical Analysis; *Statistics

IDENTIFIERS- Mathematics Education Research; *Spreadsheets

The study provides: (1) a rationale for using microcomputer spreadsheet programs as teaching tools in applied statistics courses; (2) examples of one spreadsheet template--Analysis of Variance; (3) corresponding workbook exercises for the ANOVA template; and (4) results and discussion of how the exercises are used in an introductory statistics class. Twelve templates covered topics ranging from descriptive statistics to multiple regression, and a workbook provided problem sets for the microcomputer spreadsheet program. During the summer of 1987, two graduate-level introductory research methods and statistics classes pilot-tested and evaluated the templates and workbook. The templates and workbook were revised during fall 1987 based on student and instructor evaluations. The templates will be retested and reevaluated at the end of the spring 1988 semester. (Author)

ED 293 372 FL 017 354

Vanneste, A.
Authoring Systems in CALL: Not a False Direction. The Multifunctioning Authoring-System DRILL.

PUB DATE- Apr 87
NOTE- 14p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (21st, Westende, Belgium, April 12-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programing); Computer Assisted Instruction; Courseware; Error Analysis (Language); *Evaluation Criteria; Learning Modules; Media Selection; *Programing Languages; Second Language Instruction; Teacher Developed Materials
IDENTIFIERS- *DRILL (Authoring System)

A discussion of computer authoring systems examines the uses and limitations of authoring systems and describes a multifunctional system designed for computer-assisted language instruction and learning. The section on authoring systems in general looks at their evolution and at misunderstandings of their potential and capacity. The system described, called DRILL, consists of three main modules that allow the teacher to write and organize exercises, allow the student to do them, and tabulate the results. It is language-independent and can be used at all educational levels. The main modules and their subfunctions are outlined, and some instructional features and advantages are noted. (MSE)

ED 293 425 HE 021 338

Agreement between Utica College of Syracuse University and American Association of University Professors, Utica College Chapter, Expires June 30, 1990.

American Association of Univ. Professors, Washington, D.C.; Utica Coll., N.Y.

PUB DATE- 87

NOTE- 38p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Academic Freedom; Academic Standards; *Collective Bargaining; *College Faculty; *Contracts; Contract Salaries; Equal Opportunities (Jobs); Faculty College Relationship; Faculty Promotion; Faculty Workload; Fringe Benefits; Governance; Grievance Procedures; Higher Education; Personnel Policy; *Private Colleges; Sabbatical Leaves; Teacher Rights; Teacher Strikes; *Teaching Conditions; Tenure; Unions

IDENTIFIERS- *AAUP Contracts; American Association of University Professors; *Utica College NY

The collective bargaining agreement between Utica College of Syracuse University and the Utica chapter of the American Association of University Professors (AAUP), covering the period September 1, 1987 through June 30, 1990, consists of the following articles: purpose and intent; recognition; management rights; agreement subject to applicable law; nondiscrimination; academic freedom; governance--committees (Executive Committee, Faculty Affairs Committee, Curriculum Committee, Academic Standards Committee, Additions to the Staff, Hearing Committee, and consultation); librarians; Higher Education Opportunity Program (HEOP) personnel; bargaining unit personnel files; professional and outside activities; working conditions; reduction in force; grievance procedure; strikes and lockouts; workload; salaries; fringe benefits; union security; check-off; unit and administration meetings; duration; and signature. (KM)

ED 293 440 HE 021 353

Moden, Gary O.; Williford, A. Michael

A Multidimensional Approach to Student Outcomes Assessment. AIR 1987 Annual Forum Paper.

PUB DATE- May 87
NOTE- 27p.; Paper presented at the Annual Forum of the Association of Institutional Research (27th, Kansas City, MO, May 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *College Students; *Evaluation Methods; Higher Education; Institutional Research; *Outcomes of Education; Skill Development; Student Attitudes; Student Attrition; Student College Relationship; *Student Evaluation; Student Participation
IDENTIFIERS- *AIR Forum; *College Outcomes Assessment; Ohio University

A multidimensional program of student assessment that has been used for over 7 years at Ohio University is described. Between 200 and 250 freshman actually participate each year. Various forms of value-added testing, measures of social and academic integration, and alumni outcomes measures are used. The program is unique in that general education requirements have changed during the 7 years of the program, and valuable pre- and post-tests have been conducted. To measure the impact of general education, the American Colleges Testing Program College Outcomes Measures Project instrument is used. The Student Involvement Questionnaire was also used to collect information on academic involvement, social involvement, and students' goals and commitment to the institution. Other components of the assessment system are: the Student Tracking System, which identifies attrition influences; the Student Treatment Study, which identifies student attitudes concerning the university; and placement and alumni studies, including the Alumni Survey. Selected results of these assessment methods are presented, and the uses of the assessment information are also identified. 6 References. (Author/SW)

ED 293 469 HE 021 383

Farmer, D. W.
Enhancing Student Learning: Emphasizing Essential Competencies in Academic Programs.
King's Coll., Wilkes-Barre, Pa.

SPONS. AGENCY- Pew Memorial Trust, Philadelphia, Pa.
PUB DATE- 88
NOTE- 284p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Change Strategies; College Curriculum; *College Instruction; College Seniors; *Competency Based Education; Critical Thinking; *Curriculum Development; Curriculum Enrichment; Curriculum Evaluation; Degree Requirements; *Educational Assessment; Educational Planning; Higher Education; Models; Private Colleges; Student College Relationship; *Undergraduate Study; Writing Skills
IDENTIFIERS- College Juniors; *Kings College PA

Concrete descriptions of what has be done to improve undergraduate education at King's College, Pennsylvania are provided in this book, which represents a change agent's perspective on implementing an outcomes oriented curriculum and course-embedded assessment model. The necessity to achieve excellence in undergraduate education through intelligent deployment of limited resources while pursuing carefully defined ends is emphasized. The four chapters look at achieving excellence through change (planning for excellence, planning for change, and preparing the faculty to meet the challenge of curricular change); curriculum as an integrated plan of learning--part I (conceptualizing the curriculum and transferable skills of liberal learning); curriculum as an integrated plan of learning--part II (knowledge, traditional disciplines and inter-disciplinary perspectives and responsible believing and acting); and linking assessment and learning (purpose of assessment, course-embedded assessment model, and assessment strategies). Five appendices present additional articles and strategies: "Increasing Student Involvement in Learning through Four-Year Competence Growth Plans" (Cheryl O'Hara); "Guidelines for Writing Critical and Argumentative Essays" (George H. Hammerbacher); "Helping Students in a Criminal Justice Curriculum to Think Critically" (Bill J. Lutes); "Linking Library, Pedagogy and Curriculum" (Terrence Mech); "Making Learning Objectives Explicit in Course Syllabi" (Donald G. Stevens); "Examples of Sophomore-Junior Diagnostic Programs: Accounting, Finance, and Government" (John J. McGowan, Janet E. Mercincavage, and others); and "Examples of Senior Level Integrated Assessments" (John J. McGowan, Janet E. Mercincavage, and others). (SM)

ED 293 482 IR 013 004

Ali, Yasmin
Television and Anti-Racism.

PUB DATE- Jul 86
NOTE- 12p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Participation; *Black Leadership; Foreign Countries; *Majority Attitudes; *Minority Groups; *Political Influences; Programing (Broadcast); *Racial Discrimination; Television Research
IDENTIFIERS- *Great Britain

The "new" anti-racists of the 1980s in contemporary Britain consider racism, particularly against blacks, as both a structural and a white problem. Anti-racist activists, whose attitude is a mirror-image of the political left's general concern about the media--where blacks are in the minority--regard the media, especially television, as replicatory and contributing to the racism of society at large. Intervention by anti-racists has become a factor in the politics of British television and may involve either the "political/amateur" or "practitioner" approach. In the former, pressure groups and organizations concerned with race and/or media organize individuals acting in a personal capacity to intervene in television through audience response. Their criticism may discourage television from excess racism and/or encourage professionals within the industry to respond to a public demand for alternatives. The "practitioner" approach often involves black people in the industry, who, by their mere presence, can have considerable impact on the politics of the workplace. Also, black political culture in general can exert influence on television programs as a popular constituency. Despite opposition to organized anti-racist pressure, it is expected to continue. (CGD)

ED 293 582 JC 880 184

Day, Philip R., Jr.; Rajasekhara, Koosappa
Keeping America Working: Profiles in Partnership. Keeping American Working Series No. 4.
American Association of Community and Junior Colleges, Washington, D.C.
REPORT NO.- ISBN-0-87117-179-1

PUB DATE- 88
NOTE- 107p.
AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Circle, NW, Suite 410, Washington, DC 20036 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Curriculum; College Transfer Students; Community Colleges; Cooperative Education; Economic Development; *Employment Programs; *Enrollment Trends; Industry; *Job Training; Military Personnel; National Surveys; Questionnaires; *School Business Relationship; Two Year Colleges; *Vocational Education; Work Experience

A survey of 72 selected two-year colleges was conducted to gather information on the extent and range of college efforts to improve the quality of the workforce and the efficiency of public and private enterprises. Specifically, the survey requested data on credit and noncredit enrollments; occupational programs (e.g., degree programs and programs awarding credit for work experience, including cooperative education, work study, apprenticeships, and military training); transfer programs; community and corporate economic profiles; military contracts; business/industry/college collaboration; industry-driven courses and instruction; and Job Training Partnership Act (JTPA) funded activities. Study findings, based on a 75% response rate, included the following: (1) 47% of the responding institutions served urban areas and 40% served suburban districts; (2) 50% served over 10,000 students; (3) 89.8% of the colleges had cooperative education programs, 34.9% had work study programs, 56.8% offered apprenticeship training, and 56.8% offered nonapprenticeship industrial training; (4) 80% offered between 1 and 20 credits for work-related experience; (5) 31% of the colleges reported that between 1% and 10% of their students transferred to a four-year college; (6) 42% provided formal educational training for military personnel; and (7) 54.5% of the rural colleges used company equipment to provide technical training. Appendixes provide an executive summary of a national survey of college partnerships, a list of respondents, the survey instrument, and a course list. (EJV)

ED 293 621 PS 017 198

Ueda, R.
Infant and Pre-School Developmental Screening Test (JDDST) and Later Development.
SPONS. AGENCY- Ministry of Education, Tokyo (Japan).
PUB DATE- Dec 87
NOTE- 15p.; Paper presented at the International Conference on Early Identification of Children At Risk (5th, Durango, CO, May 10-15, 1987).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Followup Studies; Foreign Countries; *Infants; *Mental Retardation; *Preschool Children; Preschool Education; Rural Urban Differences; *Screening Tests; Test Construction; *Test Validity
IDENTIFIERS- Denver Developmental Screening Test (Japan); *Developmental Screening; *Japan; Test Revision

This study was conducted to investigate the long-term validity of the Japanese version of the Denver Developmental Screening Test (JDDST). Participating in the initial assessment were 1230 children in Tokyo and 600 children in Iwate who were between 1 month and 6 years of age when assessed between 1975 and 1979. Participants in the 1983 and 1985 follow-ups were those subjects who were aged 1 to 24 months, 25 to 48 months, or 49 to 72 months at the time of initial assessment and located at the same address they had been when first assessed. For follow-up, questionnaires inquiring into the present status of subjects at school and home were mailed to teachers and mothers. Three ratings were used to classify mothers' and teachers' evaluations of the children: normal or above normal, borderline, and retarded or classified for special education. Questionnaires were returned for 532 Tokyo and 463 Iwate children. In the northern, rural Iwate area, a modified form of the JDDST was used in the follow-up; this form took climate and urbanization factors into consideration. Long-term validity of the initial JDDST testing in Iwate was evaluated by comparing results on both original and modified forms of the test with initial results on the original form. Findings are discussed. (RH)

ED 293 636 PS 017 284

Weisberg, Phyllis G.
Symposium: Social Implications and Alternatives for Families and Children in the Next Decade.
PUB DATE- Apr 88

NOTE- 10p.; Paper presented at the Association for Childhood Education International Convention (Salt Lake City, UT, April 21-24, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Demography; *Family (Sociological Unit); Individual Development; Intervention; Program Development; *Social Influences; *Social Problems; Social Support Groups; *Sociocultural Patterns; Stress Variables; *Young Children

A number of major social and demographic trends are having a profound effect on American families with young children. Among these are changes in the characteristics of poverty in families with preschool-age children, curtailment of formerly available financial support or changes in the means of obtaining such support, and the increasing cost of raising children. The "new face of poverty" is associated with out-of-wedlock birth, and with divorce and desertion. The result is that young children increasingly live under conditions that threaten their growth and development. The composition of American society has changed due to nearly 2 decades of low birth rates; increased longevity; medical advances and care; and several social trends, including later marriage, later child bearing, and the preference for smaller families. Increasing costs of raising children, and pessimism about the future of the economy, may also have caused changes. Children experience additional stress due to divorce, and to membership in step- and single-parent families. Family support programs developed to help children and their families face developmental threat and emotional stress range from information and referral services to day care and parent education programs. Most of these programs are initiated and supported by the families they serve, but government, business, industry, and advocates have important roles to play in this area. (RH)

ED 293 650 PS 017 310

Education Program Continuity: A Policy Statement on the Articulation of Children's Learning Experiences--Early Childhood Services through Grade Six.

Alberta Dept. of Education, Edmonton.

REPORT NO.- ISBN-0-7732-0051-7
PUB DATE- Mar 88
NOTE- 18p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administration; Background; Definitions; *Developmental Continuity; *Early Childhood Education; *Educational Policy; *Elementary Education; Foreign Countries; Individual Development
IDENTIFIERS- *Alberta

Provided is a statement on Alberta, Canada's policy on educational program continuity for early childhood services and elementary grades through grade six. Specifically, discussion focuses on the definition of educational program continuity, background to the policy initiative, rationale for the policy, principles of child development comprehensive program specifications and dimensions, responsibilities for educational program decisions, strategies for instruction and evaluation, administration of program continuity, and a 5-year plan of action. In conclusion, answers are provided for questions commonly asked about the policy on continuity. Written and organizational resouces to consult for futher information are listed. (RH)

ED 293 665 RC 016 518

Williams, Stella B.
Gender and Quality of Life in Rural Areas: The Relevance of Training Programmes.
PUB DATE- Jul 87
NOTE- 15p.; Paper presented at the International Council on Education for Teaching World Assembly (34th, Eindhoven, The Netherlands, July 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; Agriculture; *Developing Nations; *Economic Development; Educational Needs; *Educational Opportunities; Employment Patterns; Extension Education; Family Life; Females; Foreign Countries; Human Resources; Quality of Life; Relevance (Education); Rural Areas; *Rural Development; Rural Economics; Sex Bias; Sex Role
IDENTIFIERS- *Nigeria; *Rural Women

Developing nations could greatly improve the quality of life in rural areas by adequately involving women in agricultural extension and training programs. Policy objectives of many developing countries neglect the contributory role of girls and women and often constrain them from seizing opportunities for individual development. In Nigeria, the latent energy of girls and women is being harnessed to improve the general living of the people, and this effort is spurred by current events in the world petroleum market and the economic recession, which add urgency to plans for diversifying the revenue base of the country. There are many steps that developing nations can take to alleviate conditions that have constrained women's productivity in agriculture, while leaving them an enormous burden of work. Rural women should receive education that would help them in gaining independent access to land. Agricultural extension training should be directed toward the specific needs of women. Basic literacy education for rural women should include functional programs in agriculture. Rural schools should teach practical training in agriculture to both boys and girls. Research in agricultural education should be aimed at improving production, processing, and preservation of food and at making the tasks of rural women bearable. (JHZ)

ED 293 694 SE 049 032

Educational Technology Center Fourth Year Report. TR88-5.
Educational Technology Center, Cambridge, MA.
PUB DATE- Jan 88
NOTE- 69p.; For first through third year reports, see ED 292 643-645.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)
DESCRIPTORS- Algebra; *Computer Science Education; Educational Technology; *Elementary School Mathematics; *Elementary School Science; Elementary Secondary Education; Geometry; Mathematics Education; Physical Sciences; Problem Solving; *Research Projects; Science Education; *Secondary School Mathematics; *Secondary School Science
IDENTIFIERS- *Educational Technology Center MA; Mathematics Education Research; Science Education Research

This report enumerates the activities of the Educational Technology Center (ETC) during 1987. The guide's theme for the year was Teaching with Technology. The report includes brief descriptions of five different types of research projects by area. In science education, the projects concerned with weight and density, heat and temperature, and the nature of science. Projects in mathematics education included those related to geometry, word problems, and algebra. The research in computing education centered on programming and systems thinking. Research in new technologies centered on computer-based conferencing and videodiscs. And the fifth project area, research in laboratory sites, explored what it takes to carry out ETC-developed innovations in regular schools. Other center activities included agenda building and review, dissemination of the results of center work, and training activities. (PK)

ED 293 742 SO 018 648

Geography: Concepts, Maps, and Activities. Update: Geography Education Program, No. 9, Fall 1987.

National Geographic Society, Washington, DC.

PUB DATE- 87

NOTE- 10p.

AVAILABLE FROM- Geography Education Program, Educational Media Division, National Geographic Society, 17th and M Streets, NW, Washington, DC 20036.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Elementary Secondary Education; *Geographic Concepts; *Geography; *Geography Instruction; Human Geography; Instructional Materials; Lesson Plans; Maps; *Population Trends; Resource Materials; Resource Units; *Social Studies; Teaching Guides; Units of Study

IDENTIFIERS- *South America

This issue of Update contains four separate geography lesson plans on the topics of: (1) the mobility and interactions of people, goods, and ideas; (2) creating thematic maps and comparing the relative wealth of South American countries; (3) identifying and applying key geographic concepts; and (4) human-environment interactions. Each lesson plan suggests an appropriate grade level, outlines specific teaching objectives, and provides: (1) background discussion ideas; (2) reference materials; (3) a day-by-day schedule of activities; and (4) related activities. (JHP)

ED 293 386 HE 020 547

Gamson, Zelda F.
An Academic Counter-Revolution: The Roots of the Current Movement To Reform Undergraduate Education.
PUB DATE- Mar 87
NOTE- 35p.; Paper collected as part of the American Association for Higher Education Assessment Forum.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; College Environment; *Educational Change; *General Education; *Higher Education; Liberal Arts; *Outcomes of Education; Research Universities; Student Evaluation; *Undergraduate Study
IDENTIFIERS- *AAHE Assessment Forum

An explanation of the roots of the current movement to reform undergraduate education is presented. It is suggested that the reform movement is a reaction against the dominance of the research university. Several reports about the state of undergraduate education are cited, including "Involvement in Learning," "To Reclaim a Legacy," and "Integrity in the College Curriculum." Forces set in motion by the academic revolution and mass education are identified that contributed to the erosion in undergraduate education, and especially liberal education. The academic revolution brought about an emphasis on research and graduate education, as well as specialization in a discipline by faculty. Four types of activities that characterized alternatives to the academic revolution in undergraduate education are considered: making more intellectual demands on students, strengthening general education, specifying outcomes and assessing them, and creating academic community. The reports about undergraduate education served to promote a set of values that stood against the academic revolution, which emphasized the research university and graduate education. 40 references. (SW)

Adey, David, Comp.; And Others
Distance Education in Southern Africa Conference, 1987. Papers 2: Issues in Education and Distance Education.
South Africa Univ., Pretoria.
PUB DATE- May 87
NOTE- 276p.; Papers presented at the "Distance Education in Southern Africa: Preparing for the 21st Century" Conference (Pretoria, South Africa, May 18-21, 1987). For other volumes from this conference, see HE 021 188-197.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Accountability; Art History; Basic Skills; *Continuing Education; Course Content; Creativity; *Distance Education; Economic Factors; Females; Feminism; Foreign Countries; Liberal Arts; Literature Appreciation; *Nontraditional Education; Postsecondary Education; Residential Colleges; Teacher Responsibility
IDENTIFIERS- *Africa (South); Ghana; South Africa; *University of South Africa

Eighteen papers from the University of South Africa's Conference on Distance Education are presented on issues in education and distance education. They include: "Distance Education in Africa's Educational Development: The Case of Ghana" (Joe K. Ansere); "Distance Education: A Solution to the Economic Problems of Education in Southern Africa" (M.G. Andrew); "The University of Transkei and Distance Education" (Norman M. Hodge); "Perspectives on the Role of Distance Education in a Curriculum for Continuing Professional Education" (C.A. Kapp); "Responsibilities of Academic Staff" (Tim Moelwyn-Hughes); "'Distance Education' at a Residential University" (S.J.P. du Plessis): "Distance Education in Developing Countries: The Ecology of Development or the Need for Context Sensitivity" (Anton Muller); "Education in an Information Society: Implications for Teaching in South Africa" (Jacques Steyn); "The Explosion in Student Numbers: Some Moral and Pragmatic Considerations" (J.C.G.J. van Vuuren); "Psychic Aspects of Distance Education" (Trysie Grobler); "Art History in Africa: A Look at Course Content" (Lize van Robbroeck); "'Forget and Forgive Her Sex': Integrating Women Artists with Art History" (Marion Arnold); "Generating a Creative Future: Strategies for the Teaching of Creativity within the Context of Distance Education Systems" (Nina Romm, Norma Romm); "Non-Formal and Functional Distance Education in Southern Africa" (Hennie Swanepoel); "Taking a Positive View of the (Dis)advantages of Distance Teaching: Reading Skills, Writing Skills and Theory of Literature" (Ina Grabe); "Continuing Education as a Function of a University for Distance Education" (L.P. Calitz); "The Possible Role of Distance Teaching in the Education System of South Africa" (D.C. Badenhorst); and "Accountability in Distance Education" (E.A. Coster) (LB)

ED 293 511 IR 013 034

Geraghty, Christine; Simpson, Philip
Dreams of Reading: Tender Is the Night.
PUB DATE- Jul 86
NOTE- 26p.; Paper presented at the International Television Studies Conferenc e (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Guidelines; *Media Adaptation; *Narration; *Novels; *Programing (Broadcast); Public Television; Television Research
IDENTIFIERS- British Broadcasting Corporation

Noting that little theoretical work has been done on the processes of adapting novels for television viewing, and that what discussion there is tends to concentrate on judgments about "faithfulness" to the original, this paper suggests that more can be gained from approaching television adaptations in a less literal way, and shows how the differences and similarities between the novel and its television adaptation can be mapped out. F. Scott Fitzgerald's novel, "Tender is the Night," is offered as an example of the kind of adaptation that is an important element in British television programming, and a brief review of the BBC (British Broadcasting Corporation) and the Seventh Network, Australia, production of the novel and its exhibition history is provided as background for the textual analysis that follows. The ensuing discussion (1) raises some general questions about the differences between verbal and visual sign systems and the nature of the changes generated by the shift from words to images; (2) defines and gives examples of a number of strategies believed to be central to the process of adaptation; and (3) analyzes the complexity of the adaptation process by looking carefully at a short section of the television program. A sequence of the scenes in one of the television episodes and an outline by chapter of the sequences in the novel are appended. (5 footnotes) (Author/CGD)

ED 293 555 IR 052 348

Dosa, Marta L.
The Equation and the Parable, or The Two Kinds of Information.
PUB DATE- 21 May 87
NOTE- 23p.; Paper presented at the Grandreading Workshop on Intergenerational Program Development (Canandaigua, NY, may 21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); Cultural Context; *Gerontology; *Information Transfer; *Intergenerational Programs; *Interpersonal Communication; *Older Adults; Program Development

Focusing on the role of information in the planning and managing of intergenerational programs, this paper argues that two types of information--formal/objective and personal/subjective--must be addressed in relation to the problems of aging members of our society. These two types of information are characterized via illustrative stories: the "equation," which pertains to scientific information and our responsibility for its use, misuse, or manipulation; and the "parable," which refers to personal information expressing cultural forces, poetic vision, narratives, and fantasy. In the case of formal/objective information, it is suggested that there needs to be more effective dissemination of current information useful to both the elderly and their support networks, as well as greater cooperation between gerontological researchers and practitioners to make more relevant information available through health and social programs, education, and libraries. In the case of personal/subjective information, it is argued that an intuitive understanding of the cultural and spiritual needs of older persons and empathy in interpersonal communication are as important as the provision of factual information. It is suggested that the ability to make contact with people at the cultural level with stories, humor, and fantasy, is an important way to interact while preserving the identity and dignity of the aged individual. (42 references) (EW)

ED 293 569 JC 880 149

Martin, Margaret R.; Brown, Janet R.

Special Services Report: Rockland Community College, 1986-1987.

Rockland Community Coll., Suffern, N.Y.
PUB DATE- Dec 87
NOTE- 254p.; Appendixes D and F have been removed because of poor reproducibility. Appendix L contained copyrighted material and has also been removed. For previous years' data, see ED 267 834-839 and ED 273 343.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; Community Colleges; *Developmental Studies Programs; Economically Disadvantaged; *Educational Counseling; Educational Testing; *English (Second Language); *High Risk Students; Outcomes of Education; Performance Contracts; Program Descriptions; Program Evaluation; *Remedial Instruction; *Remedial Programs; Student Placement; Two Year Colleges; Two Year College Students

This report presents information on the third year (1986-87) of the third cycle of Rockland Community College's (RCC) Special Services Project, a program providing remedial and English as a Second Language (ESL) instruction, counseling, and tutorial services for educationally and economically disadvantaged students. The report examines the characteristics of the program's 282 ESL and 93 basic skills participants, the sites at which courses and services were offered, the program's competency assessment and placement system, curricular changes implemented during the year, and counseling services. In addition, the report lists the staff development activities of program personnel and offers a summative project evaluation, concluding that the project serves students with moderate skill deficiencies well, but that some students need support beyond that which is currently provided by the project and the college. Appendixes, which form the greater part of the document, include: (1) RCC's Competency Assessment Policy; (2) the 1986-87 needs assessment report; (3) a sample contract for educational services; (4) a college skills taxonomy; (5) tutorial reports; and (6) proposals for seminars/courses in "Understanding Human Behavior," "College Skills I, II, and III," "Relaxation and Stress Reduction," "Personal and Interpersonal Growth," and "Occupational Awareness." (EJV)

ED 293 595   JC 880 202

Gaustad, Virginia M.
Qualities and Skills Employers Like and Dislike in Clerical Workers. An Office Administration Survey.
San Bernardino Community Coll. District, CA. Office of Planning and Research.
PUB DATE- 30 Mar 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Clerical Occupations; Community Colleges; *Employer Attitudes; *Employment Qualifications; Job Training; Office Occupations; Office Occupations Education; School Business Relationship; Two Year Colleges

An employer survey was conducted by California's Crafton Hills College (CHC) to determine the skills, aptitudes, or personal qualities potential employers most wanted to see in applicants for clerical/secretarial positions. Questionnaires were distributed and personal interviews conducted with 50 supervisors, selected to represent typical employers of CHC students. Respondents were asked about the skills or qualities required or desired for clerk-typists and secretaries, areas of performance in which improvement was needed, causes of employee termination, and sources of employees. Study findings included the following: (1) more than 50% of the respondents felt that filing, typing, general office skills; spelling and grammar skills; telephone skills; interpersonal skills; and the ability to maintain confidentiality were requirements for clerk typists; (2) secretarial skills differed sharply from those for clerk-typists, with the most important required or desired skills being administrative ability, communication skills, general office skills, and organizational ability; (3) respondents felt that improvement was needed in applicants' and employees' ability to write and speak effectively, capacity to manage their time, and pride in the quality of their work; and (4) the leading causes for termination were absenteeism, inability to get along with co-workers, and frequency of costly mistakes. Employer comments and recommendations for the improvement of CHC's secretarial programs are included in the report. (EJV)

ED 293 608 JC 880 218

Milligan, Frank G.
The Vital Role of Faculty in Developing Successful Relationships with Business and Industry.
PUB DATE- 26 Apr 88
NOTE- 7p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (68th, Las Vegas, NV, April 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Community Colleges; Cooperative Programs; Faculty Recruitment; Faculty Workload; *School Business Relationship; Teacher Role; Two Year Colleges

Community college faculty play a vital role in the establishment and continuation of industry training programs. Faculty assist the company in determining the level, focus, and starting point of the course or program; develop instructional materials and techniques; present the subject; and interact with employee-students. During the delivery of the course or program, they must demonstrate their expertise and, concomitantly, the worth of the institution. The faculty member who teaches partnership courses must have a sense of entrepreneurship and corporate culture; must be flexible, responsive, personable, and a realistic teacher; must be well versed in both theory and the workplace applications of that theory; and must be able to adapt his/her instructional methods to mature students with varying educational backgrounds and immediate educational needs. Recruiting and maintaining the interest of such faculty members is facilitated by the sense of novelty and challenge afforded by the change in setting and clientele, the ability to use the latest equipment, access to the firm's internal training classes, and additional income. Some practical problems may result from the partnership programs, including conflicts between the firm and academic departments over teacher selection, scheduling problems, the lack of experienced instructors, and the lack of policies on workload and compensation. Faculty excellence is the key to resolving these problems and providing successful training programs. (EJV)

ED 293 357 FL 017 333

Funston, Richard
Court Interpreters and Translators: Developing Ethical and Professional Standards.
PUB DATE- May 87
NOTE- 15p.; In: Languages and Communication for World Business and the Professions. Conference Proceedings; see FL 017 281.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Certification; Confidentiality; Conflict of Interest; Copyrights; Court Litigation; *Courts; Educational Needs; Ethics; Higher Education; *Interpreters; *Languages for Special Purposes; *Law Related Education; Legal Problems; *State Standards; *Translation
IDENTIFIERS- California; New Jersey

Changing needs in the courtroom have raised questions about the need for standards in court interpreter qualifications. In California, no formal training or familiarity with the legal system is required for certification, which is done entirely by language testing. The fact that often court interpreters are officers of the court may be inconsistent with the adversary system in litigation. If the interpreter were to be considered an extension of the client, a more just approach, procedural difficulties would have to be resolved and the ethical consequences for confidentiality, copyright, conflict of interest, and unauthorized practice of law would have to be considered. Legal interpreters and translators should also carry mandatory professional liability insurance. Some steps have been taken in the development of ethical standards for court interpreters and translators, but the resulting proposed statutes still raise some ethical and enforcement questions. Ethical standards cannot be achieved until an appropriate certification process is in place. Certification standards should include: (1) a bachelor's degree; (2) formal undergraduate language study; (3) some training in American legal procedure; and (4) periodic documentation of continued proficiency. The cost of these proposals would be justified by their contribution to legal justice. (MSE)

ED 293 412 HE 021 325

Statistical Abstract: Higher Education in Alabama, 1986-87.
Alabama State Commission on Higher Education, Montgomery.

PUB DATE- Feb 88
NOTE- 126p.
AVAILABLE FROM- Alabama State Commission on Higher Education, One Court Square, Suite 221, Montgomery, AL 36197-0001.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Attendance; College Freshmen; Degrees (Academic); *Enrollment Trends; Fees; Full Time Students; *Higher Education; Part Time Students; Private Colleges; Professional Education; Public Colleges; Racial Composition; State Colleges; *State Surveys; Teacher Salaries; Technical Institutes; Tuition; Two Year Colleges
IDENTIFIERS- *Alabama

Statistics on current enrollment in institutions of higher education in Alabama for the years 1986-87 are provided. Information includes general characteristics (fall 1986); Alabama colleges and universities by type of institution (fall 1986); all Alabama higher educational institutions (fall 1976-1986); total public institutions (fall 1976-1986); public four-year institutions (fall 1976-1986); Alabama public two-year institutions (fall 1976-1986); Alabama technical colleges (fall 1976-1986); Alabama private institutions (fall 1976-1986); first professional-health sciences (fall 1976-1986); school of veterinary medicine--Auburn University (fall 1971-1986); full-time/part-time, four-year institutions (fall 1986); full-time/part-time, two-year institutions (fall 1986); full-time/part-time, private institutions (fall 1986); undergraduate, graduate, and first professional public and private four-year institutions (fall 1986); racial composition in Alabama by level (fall 1986); public four-year institutions (fall full time equivalent (FTE) 1976-1986); public two-year institutions (fall FTE 1976-1986); and public technical colleges (fall FTE 1976-1986). Other subjects addressed are first-time entering freshmen source and enrollment data; educational and general revenues and expenditures; tuition and required fees; average faculty salaries; and degrees conferred. Tables and graphs included. (SM)

ED 293 497 IR 013 019

Connell, Ian

In Defence of the Tyranny of Popular Taste: A Case for Popular Broadcasting.

PUB DATE- Jul 86
NOTE- 27p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Industry; *Commercial Television; Foreign Countries; Futures (of Society); *News Reporting; *Programing (Broadcast); *Public Television; Television Research
IDENTIFIERS- *United Kingdom

This discussion of current proposals for the deregulation of broadcasting in the United Kingdom argues that several questions should be considered: (1) whether the existing system of obligations ought to be retained; (2) how any system of obligations can best be enforced and policed if this proves necessary; and (3) whether defenders of the principles of public service broadcasting (PSB) can provide adequate answers to complaints that have been made about the practices which are supposed to implement these principles, or whether alternative principles should be considered that would provide a novel and more adequate editorial policy for broadcasting. An assessment of the impact on broadcasting of the principles and regulations that have been adopted and routinely implemented is followed by discussions of the principles of PSB; the practice of PSB; the special relationship that exists between broadcasting and the public sphere; the concept of "national identity"; and existing relationships between popular culture and the commercial sector. It is concluded that, although the unqualified implementation of several of the principles of PSB inhibits further development of popular broadcasting, there is no need to abandon all of the PSB principles, and that new editorial criteria and practices are needed, as well as new economic strategies, if current limitations on the development of broadcasting are to be overcome. (33 references) (CGD)

ED 293 710 SE 049 078

Grade 12 Diploma Examination: Chemistry 30. January 1988 = Examen en vue du diplome douzieme annee: Chimie 30. Janvier 1988.
Alberta Dept. of Education, Edmonton.

PUB DATE- Jan 88
NOTE- 51p.; For January 1987 examination see ED 279 551.
LANGUAGE- English; French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; *Chemistry; Foreign Countries; *Grade 12; High Schools; Objective Tests; Science Education; *Science Tests; *Secondary School Science; Test Items
IDENTIFIERS- *Alberta

Chemistry 30 is a 12th-grade science course for students in Alberta, Canada. This document is the final test for the course. Intended for administration during January 1988, it contains 56 multiple-choice questions and three written-response questions. Two-and-one-half hours are allowed for completing the test. No answer key is included since scoring is done by the provincial education department. The test is provided in both English and French. (TW)

ED 293 727 SE 049 114

Bradley, Carol A.

The Relationship between Mathematics Language Facility and Mathematics Achievement among Junior High School Students.

PUB DATE- 88
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Light type and charts may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; Junior High Schools; *Junior High School Students; *Language Acquisition; Mathematical Linguistics; *Mathematical Vocabulary; *Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics
IDENTIFIERS- Mathematics Education Research

This paper argues that two serious flaws are present in current mathematics learning and instruction: (1) the lack of meaning in students' mathematical knowledge; and (2) students' inability to communicate using appropriate mathematical language and ideas. The study explored the relationship between mathematics language facility and mathematics achievement. Written tests in mathematics language and mathematics achievement were administered to 177 junior high school students. Results of ANOVAs indicated three groups in the sample: average minority, average majority, and above-average students. Multiple regression analyses showed that, for both average groups, the "interaction" of language facility and procedural knowledge significantly predicted conceptual achievement. For above-average students, language facility and procedural knowledge each significantly predicted conceptual achievement. The relationship was further explored by comparing conceptual achievement means for combinations of high and low performance in mathematics language and procedures. Results clearly illustrated the interaction between language and procedure for both average groups. For above-average students, the additive effects of the two predictors were evident. A 50-item reference list is included. (Author/PK)

ED 293 373 FL 017 355

Benelli, Beatrice; And Others
The Use of Superordinate Terms in Different Discourse Contexts.
PUB DATE- Sep 87
NOTE- 27p.; Paper presented at the Annual Meeting of the Developmental Section of the British Psychological Society (York, England, September 11-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Child Language; *Classification; Comprehension; *Determiners (Languages); Discourse Analysis; Foreign Countries; Language Acquisition; *Language Usage
IDENTIFIERS- *Anaphora; *Referents (Linguistics)

Four different kinds of story were presented to children aged 4,7, and 10 years and to adults. In the stories, the relationship between basic-level referents mentioned in the first part of the story and the related superordinates mentioned in the second part was changed by means of different kinds of articles introducing the superordinates: anaphoric use of the definite article, in both singular (A) and plural (B) form, and an indefinite article, used either in narrative contexts where it could be interpreted anaphorically (C) or in its proper introductive function (D), which excluded identification between the referent denoted by the basic level term and that identified by the superordinate. It was predicted that the younger children would interpret the superordinates anaphorically even in the (D) story form because they do not master the meaning of categorical terms as such but tend to define them simply by listing specific categorical instances. Results supported the hypothesis. (Author/MSE)

ED 293 426　　　　　　　　　　HE 021 339

Agreement between Curry College and Curry College AAUP, 1987-90.
American Association of Univ. Professors, Washington, D.C.; Curry Coll., Milton, Mass.
PUB DATE- 87
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; Academic Standards; Arbitration; *Collective Bargaining; *College Faculty; *Contracts; Contract Salaries; Equal Opportunities (Jobs); Faculty College Relationship; Faculty Evaluation; Faculty Promotion; Faculty Workload; Fringe Benefits; Governance; Grievance Procedures; Higher Education; Labor Turnover; Personnel Policy; *Private Colleges; Sabbatical Leaves; Teacher Rights; Teacher Strikes; *Teaching Conditions; Tenure; Unions
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; *Curry College MA

This contract between Curry College and the Curry College chapter of the American Association of University Professors (AAUP) covering the period 1987-1990, consists of the following articles: recognition of agent; definitions; academic freedom; no discrimination; exchange of information; agent's rights; agency shop; payroll deduction; health and safety; fringe benefits; hours and workload; salaries; governance; appointment, evaluation, retention, promotion and rolling contract; grievances; arbitration; management rights; retrenchment; no strike--no lockout; anti-nepotism; effect of agreement; severability; and duration and renewal. (KM)

ED 293 455 HE 021 368

Education Offered Via Telecommunications: Trends, Issues, and State-Level Problems in Instructional Technology for Colleges and Universities. Report 87-49.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Dec 87

NOTE- 23p.; For a related document, see ED 214 530.

AVAILABLE FROM- Publications Office, California Postsecondary Education Commission, 1020 Twelfth St., Sacramento, CA 95814-3985.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Audiovisual Communications; Communications Satellites; Computer Uses in Education; Educational Radio; *Educational Technology; Educational Television; Higher Education; *Instructional Improvement; State Colleges; State Government; State Universities; *Statewide Planning; *Telecommunications; Teleconferencing; *Telecourses

IDENTIFIERS- *California; Telecommunications Policy

Issues concerning telecommunications courses offered by California universities and colleges are reviewed with a focus on the progress made over the past 6 years regarding the lack of incentives for faculty to use instructional technology in their teaching, lack of coordination among interested institutions and agencies, and high initial costs for the purchase of equipment. These problems are still regarded as serious. Topics examined include: the new technologies (satellite television, microwave signals, instructional television fixed service (ITFS), computers, video teleconferencing, radio and television broadcast, cable television); uses of new technologies (administrative uses, instructional uses); policies and actions by other states (interstate activities, state initiatives); and policy issues that require statewide planning in California. Conclusions focus on opportunities to be met (e.g., providing foreign language instruction to distant campuses), objectives for state planning, (e.g., maximum creativity in using new technologies), issues for action (e.g., quality control), and role of the commission. 14 references. (SM)

ED 293 526 IR 013 051

Karthigesu, Ranggasamy
Television as a Tool for Nation-Building in the Third World: A Post-Colonial Pattern, Using Malaysia as a Case-Study.

PUB DATE- Jul 86
NOTE- 35p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Analysis; Broadcast Industry; Censorship; *Cultural Influences; Developing Nations; Documentaries; Foreign Countries; *Government Role; *Mass Media Effects; Minority Groups; *Needs Assessment; Political Influences; *Programing (Broadcast); Quality of Life; Religious Discrimination; Technological Advancement; Television Research
IDENTIFIERS- British Colonies; *Development Communication; *Malaysia; State Control

This paper presents a discussion of the Malaysian television phenomenon and associated implications for the country's politics, governance, and social development. As a background to the problems of television's adjustments and adaptations in Malaysia, difficulties and complexities of television in the west and other developing countries are examined. The extent to which Television Malaysia, as a national mass media organization, has been able to play a role in nation building in the post-colonial period is then studied in two parts: how the choice of a model of nation building determines the character of the organization; and how the character of the organization influences the output of the organization. In addition, Television Malaysia is discussed: (1) from the standpoint of a government organization under political control; (2) in terms of its behavior as a mass medium denied the opportunities for the free flow of ideas that lead to change and government maturity; and (3) in light of how restrictive and manipulative programming led to adverse consequences which rendered the atmosphere unconducive for democracy to grow and mature. (33 end notes, 27 references) (CGD)

ED 293 540 IR 052 315

Kania, Antoinette M.
Performance Measures for Academic Libraries: A Twenty Year Retrospective.
PUB DATE- 88
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Libraries; *Evaluation Methods; Higher Education; *Library Collections; *Library Research; Library Services; Library Standards; *Reference Services; Users (Information); *Use Studies

Intended to provide a guide to the most useful, practical, and relevant methodologies developed and implemented over the past 20 years for assessing a library's effectiveness, this bibliography provides citations to 72 selected studies evaluating the use, collections, and services of academic libraries. The citations are organized into three major groups: (1) measures of access, use, and users, which include studies of book and periodical use, in-house use, book availability, document delivery, and the user; (2) measures of collection evaluation, including the variety of means available for assessing the breadth, scope, and quality of collections; and (3) measures of reference, including both obtrusive and unobtrusive studies assessing the volume, types, and quality of reference services. (EW)

ED 293 622 PS 017 203

Haley, Paul; Berry, Karen
Home and School as Partners: Helping Parents Help Their Children. A Resource Packet.
Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 19p.
CONTRACT- 400-86-0005
AVAILABLE FROM- The Regional Laboratory for Educational Improvement of the Northeast & Islands, 290 South Main Street, Andover, MA

01810 ($2.25, plus $2.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cultural Differences; Home Visits; Parent Associations; *Parent Participation; *Parent School Relationship; *Parent Student Relationship; Parent Teacher Conferences; *Parent Teacher Cooperation

This resource packet presents some of the arguments for, and research about, parents playing an active role in the education of their children--not just by being supportive at home, but also by being involved in the school. The issues covered include: (1) the need for parent involvement; (2) goals of parent involvement; (3) types of parent involvement; (4) planning for parent involvement; (5) advantages of parent involvement; and (6) difficulties of parent involvement in culturally diverse schools. Brief descriptions of successful parent involvement programs in the Northeast are provided, as is a nationwide list of resource groups that support parent involvement in the schools. A 39-item bibliography is included. (PCB)

ED 293 651 PS 017 311

Honig, Alice Sterling
The Roots of Faith: The Crucial Role of Infant/Toddler Caregivers.
PUB DATE- Dec 87
NOTE- 35p.; Paper presented at the Kanuga Episcopal Center Faith Development Conference (Hendersonville, NC, December 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Child Advocacy; Child Caregivers; Emotional Development; Guidelines; *Individual Development; *Infants; *Parent Influence; Social Responsibility; *Teacher Influence; *Toddlers
IDENTIFIERS- Developmental Theory

This paper addresses the issue of how children should be reared from birth to become members of a faith community. The paper begins by seeking answers in psychological theories and research studies of Piaget, Bandura and Sears, Mahler, and Erikson. It is asserted that interactions with primary caregivers are the essential ingredients by means of which young children construct the meaning of faith. Not just what is taught but also the method of teaching will influence a young child's faith construction. True constancy in caregiving is necessary for faith development. A well-nurtured baby can develop a "mother of oneness" within itself which will ward off loneliness and panic and unrealistic expectations of perfection in human relationships, and will preserve faith. Later generosity as a participant in a faith community has its roots in the caregiving comforts and adjustments of the first years of life. The paper then goes on to describe for caregivers 24 recommended actions which will help nourish the foundations of faith in the infant and toddler years. Finally, the paper suggests six ways in which caregivers can fulfill civic responsibilities related to creating optimal conditions for childrearing. (RH)

ED 293 680 RC 016 592

Wolverton, Lorrie
Teaching the Abused Migrant Child: What's a Teacher To Do? ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-88-12
PUB DATE- Mar 88
NOTE- 8p.; For a related document, see RC 016 593.
CONTRACT- 400-86-0024

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Child Abuse; Child Advocacy; Child Welfare; Counseling Techniques; Elementary Secondary Education; *Helping Relationship; *Migrant Children; Migrant Education; Migrant Problems; Migrant Youth; *Self Disclosure (Individuals); Sexual Abuse; *Teacher Responsibility; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- ERIC Digests

Research conducted by Eastern Stream Child Abuse Prevention and Education (ESCAPE) from 1982-1985 clearly identified migrant children as a population at high risk of being maltreated. It is therefore imperative that migrant teachers understand the dynamics of maltreatment and what they, as individuals, can do to prevent it. Child abuse is frequently the end result of the numerous stresses experienced by migrant families: uncertain employment, geographic and social isolation, poor living conditions, poverty, and frequent moves that prevent families from establishing community ties and support systems. In coping with child abuse the teacher must play the roles of observer, listener, home visitor, reporter, and child advocate. If a child discloses that he or she has been or is presently being maltreated, the teacher should understand how to cope with the information in a manner that will bring about a significant positive change in the child's life. Guidelines include being calm, finding a private place to talk, believing the child, stressing that it is not the child's fault, respecting the child's privacy, being supportive, being truthful, making a report immediately, and being willing to serve as the child's advocate. A list of eight resources for teachers is included. (JHZ)

ED 293 695 SE 049 033

Hembree, Ray
Bibliography of Research on Mathematics Anxiety.
PUB DATE- 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Anxiety; *College Mathematics; Educational Research; *Elementary School Mathematics; Elementary Secondary Education; Fear; Higher Education; *Mathematics Anxiety; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Secondary School Mathematics; Sex Differences
IDENTIFIERS- *Mathematics Education Research

This bibliography identifies reports of research on the nature, effects, and relief of mathematics anxiety. The listing was developed for a synthesis of research performed by meta-analysis at Adrian College, Michigan. Guidelines for including studies were applied as follows: (1) the study provided product-moment correlation coefficients and their sample sizes or, in the case of experiments, sufficient data for effect-size calculations; (2) mathematics anxiety (MATHANX) measurements were made by validated instruments; (3) experiments used at least two groups, including a control; and (4) each experimental group contained at least 10 subjects. This screening delivered a body of 151 studies: 49 journal articles, 23 ERIC documents, 75 doctoral dissertations, and 4 reports in other sources. Studies are listed alphabetically by author in four categories: journal articles; ERIC documents; doctoral dissertations; and other sources. (Author/PK)

ED 293 743 SO 018 651

Rhodehamel, John H.
Letters of Liberty: A Documentary History of the U.S. Constitution.
Constitutional Rights Foundation, Los Angeles, Calif.
PUB DATE- 87
NOTE- 66p.; This publication was made possible by a grant from the W. M. Keck Foundation.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- *Constitutional History; Governmental Structure; *Letters (Correspondence); Primary Sources; Resource Materials; Secondary Education; Social Studies; *United States History
IDENTIFIERS- *Historical Materials; *United States Constitution

Through an exploration of essential documents and writings that led to and derived from the creation of the U.S. Constitution, this book chronicles U.S. history from 1775 to 1791. Major sections include: (1) the origins of the Constitution; (2) America in 1787; (3) the grand federal convention; (4) ratification of the Constitution; (5) the first administration; and (6) the Bill of Rights. Each section includes historical information, pictures of documents, drawings, letters, and paintings, and explanatory materials concerning the primary documents. An illustrated time line, entitled "A Constitutional Chronology," is included. (JHP)

ED 293 441 HE 021 354

Moden, Gary O.; And Others

The Role, Scope, and Functions of the Chief Academic Officer. AIR 1987 Annual Forum Paper.

PUB DATE- May 87

NOTE- 32p.; Paper presented at the Annual Forum of the Association of Institutional Research (27th, Kansas City, MO, May 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; *Administrator Responsibility; *Career Ladders; *College Administration; Higher Education; Institutional Research; National Surveys; Two Year Colleges; Universities
IDENTIFIERS- *AIR Forum

Results of a national survey of chief academic officers are reported, with attention to their professional background and aspirations, how their time was spent and structured, and the scope of their position. Responses were obtained from a national random sample of 331 colleges and universities that was stratified based on student full-time equivalent size of the institution. To provide an overview of the national perspective of chief academic officers, the sample was weighted to represent the total universe of 3,328 institutions. The fall 1985 data were obtained from the U.S. Department of Education. Eight titles were identified for the position of chief academic officer. Additional information included: the age range of the chief academic officers; the mean salary; previous positions held by the officers; current involvement of the officers in teaching or research; the organizational units that reported directly to the officers; how the officers spent their time each week (group meetings, individual meetings, individual activities, and official social activities); a rating as to difficulty for 14 areas likely to confront the officers; differences for chief academic officers at two- and four-year institutions; and satisfactions and dissatisfactions associated with their responsibilities. 12 references. (SW)

ED 293 483 IR 013 005

Ang, Ien
The Vicissitudes of "Progressive Television."
PUB DATE- Jul 86
NOTE- 29p.; Paper presented at the International Television Studies Conference (London, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Audience Participation; *Broadcast Television; *Commercial Television; Foreign Countries; *Programing (Broadcast); *Progressive Education; Television Research; Television Viewing
IDENTIFIERS- Netherlands

This document analyzes and evaluates dilemmas and difficulties in developing/implementing "progressive television," a kind of television that seeks to transgress the boundaries of dominant (mainstream) television by proposing a new constellation of television production and consumption. The ideal is described as a television that tries to stimulate the audience to thought, or inspire them to believe, or remind them of their humanness, with the result that the position of the audience becomes a central issue. It is noted that: (1) it is up to the audience to take up the role of active, committed citizens to bring about the development of an ideal, progressive television; (2) the function of "progressive television" is totally different from that of mainstream television; and (3) the narrator in progressive television speaks on behalf of and for the benefit of the whole audience. An example is provided by describing the experiences of a self-proclaimed "progressive television" organization embodied by the Dutch Socialist broadcasting organization, VARA, which is set up to represent the interests and preferences of the democratic socialist current within the Dutch nation. It is concluded that "progressive television" can never be a given ideal that transcends time and place, but is something that has to be constructed again and again under ever-changing circumstances. (45 end notes/references) (CGD)

ED 293 637 PS 017 286

Lally, J. Ronald; And Others
The Syracuse University Family Development Research Program:
Long-Range Impact of an Early Intervention with Low-Income Children and Their Families.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.
PUB DATE- Sep 87

NOTE- 33p.; Research was also supported by a grant from the Harris Foundation.
GRANT- OCD-CB-100
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; Day Care; Early Childhood Education; *Economically Disadvantaged; Followup Studies; Home Visits; Infants; Mothers; *One Parent Family; Parent Participation; Preschool Children; *Program Effectiveness; Prosocial Behavior; Self Concept; *Social Support Groups
IDENTIFIERS- *Early Intervention; *Family Development Research Program

The Family Development Research Program was distinctive in its omnibus conceptualization of program, providing a full complement of education, nutrition, health and safety, and human service resources to 108 families from the prenatal period of their children until the children reached elementary school age. All families had an income of less than $5,000 per year. The majority of mothers were black and single parent heads of households, and all mothers had less than a high school education and a history of either semiskilled work or no work. Their mean age was 18 years. The intervention was designed to support parent strategies which enhanced the development of the child long after intervention ceased. Weekly contact with mothers and other family members in the home of each child was the key intervention component. Home visitors were employed to assist each family with issues of child rearing, family relations, employment, and community functioning. Findings of a longitudinal follow-up survey 10 years after the program indicated that it had clearly had a positive impact on participating children and families, with its strongest effects in the domain of social deviance and functioning in the community. (RH)

ED 293 666 RC 016 566

Local Area Initiatives, 1986. Priority Country Area Program, Queensland.

Priority Country Area Program Office, Brisbane (Australia).

PUB DATE- 86
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Access to Education; Athletics; Camping; Catholic Schools; *Curriculum Enrichment; Educational Resources; Educational Strategies; Elementary Secondary Education; Experiential Learning; *Extension Education; Field Trips; Foreign Countries; Group Activities; *Instructional Materials; *Local Issues; *Program Descriptions; Public Schools; *Rural Education; Social Isolation
IDENTIFIERS- Australia (Queensland); Isolation (Geographic); *Priority Country Area Program (Australia)

The Priority Country Area Program is a Rural Education Program funded by the Commonwealth Schools Commission and jointly administered by the Queensland (Australia) Department of Education and the Queensland Catholic Education Office. The program develops educational strategies to address problems engendered by the social and geographical nature of particular rural areas rather than particular schools. This publication lists approximately 145 Local Area Initiatives funded in 1986. The directory is organized geographically into four regions (Central, Northern, Northwest, and Southwest). Projects are then listed by region under three broad headings: curriculum extension projects, project materials and resources, and excursions/travel/camps. Most entries include the name of the submitting body, project title, a brief description, and comments regarding special activities and participant reactions. Curriculum projects include music, drama, dance, literature based reading, art, audio-visual, and computer activities. Materials and resource projects include acquisition of playground, video, computer, photographic, and athletic equipment. Excursion/travel/camp programs provide isolated students and teachers with opportunities for social interaction and stimulation and include regional sports days, camps, visits to other schools, workshop transportation, etc. (NEC)

Grade 12 Diploma Examination: Physics 30. January 1988 = Examen en vue du diplome douzieme annee: Physique 30. Janvier 1988.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jan 88
NOTE- 55p.; For January 1987 examination see ED 279 550.
LANGUAGE- English; French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; Foreign Countries; *Grade 12; High Schools; Objective Tests; *Physics; Science Education; *Science Tests; *Secondary School Science; Test Items
IDENTIFIERS- *Alberta

Physics 30 is a 12th-grade science course for students in Alberta, Canada. This document is the major examination for the course. Both English and French versions are provided. Intended for administration during January 1988, it contains 56 multiple-choice questions and three written-response questions. Two-and-one-half hours are allowed for completing the test. No answer key is included since scoring is done by the provincial education department. (TW)

ED 293 744 SO 018 652

Census Education Project: 1988.
Bureau of the Census (DOC), Suitland, Md.
PUB DATE- 87
NOTE- 67p.
AVAILABLE FROM- U.S. Bureau of the Census, Census Education Project, Decennial Planning Division, Washington, DC 20233.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Census Figures; Class Activities; Demography; Elementary Secondary Education; Instructional Materials; Learning Activities; Population Education; Resource Materials; Social Studies; Teaching Guides
IDENTIFIERS- *Census 1990

This census education package is a prototype of one to be distributed nationwide for the 1990 U.S. Census. The objectives of this K-12 project are to provide educators with instructional materials and to introduce and teach about census information. General information includes: (1) census history; (2) planning the census; (3) uses of census summary data; and (4) the roles of civic duty, confidentiality, and the law. The kit contains: (1) suggested school and district census outreach activities; (2) a teacher's guide; (3) a census vocabulary list; (4) nine reproducible activity sheets, with accompanying instructional materials and suggestions; (5) a list of U.S. history milestones that have been recorded by the Census Bureau; (6) a history of U.S. census-taking entitled "Counting for Representation: The Census and the Constitution"; and (7) a list of selected resource materials. Maps, graphs, and charts are included. (JHP)

ED 293 759 SO 018 737

DiMaggio, Paul; Ostrower, Francie
Race, Ethnicity and Participation in the Arts: Patterns of Participation by Black, Hispanic and White Americans in Selected Activities from the 1982 and 1985 Surveys of Public Participation in the Arts.
National Endowment for the Arts, Washington, D.C.
PUB DATE- Jun 87
NOTE- 290p.
CONTRACT- NEA-C86-192
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art Activities; *Blacks; Comparative Analysis; Ethnicity; *Hispanic Americans; National Surveys; *Participation; *Race; Racial Differences; Racial Factors; Social Science Research; *Whites
IDENTIFIERS- *Survey of Public Participation in the Arts

This report utilizes data from the 1982 and 1985 Surveys of Public Participation in the Arts to describe differences in patterns of participation in selected arts related activities by Black, Hispanic, and White respondents. Arts participation by Whites is greatest for all selected activities, except for Black attendance at jazz music activities. For most activities, absolute differences are relatively small, and net differences between Blacks and Whites are more marked for visually oriented art than for performing arts activities. Hispanics participate at rates similar to those of socioeconomically comparable Whites. Differences associated with race are small compared to those associated with educational attainment, income, occupational prestige, and gender; and socioeconomic factors are principal participation barriers for Blacks and Hispanics. Intergroup differences are smaller for younger than for older respondents and appear to be the result of an increase in the number of years of schooling of younger Black and Hispanic respondents. Suggestions for further research are offered, and an appendix contains tables of the surveys' statistical data. (JHP)

ED 293 774   SO 019 062

Barger, Harry D.; And Others
Indiana Studies: Hoosier History, Government, and People. Teacher's Guide.
Indiana Council for Social Studies.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 85
NOTE- 71p.; For instructional units 1-6, see SO 019 056-061.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; *Information Sources; Resource Materials; Secondary Education; Social Studies; *State Government; *State History; Teaching Methods
IDENTIFIERS- *Indiana

This teacher's guide accompanies the Indiana Studies: Hoosier History, Government, and People series, units 1-6, designed to be taught in Indiana secondary schools. The guide summarizes the main points that the teacher should emphasize in each chapter of each unit, and suggests resource material to accompany the chapter. Suggested teaching procedures are outlined for each chapter. Topics within each chapter that might allow student research projects are indicated and the use of any special materials included in units such as maps or charts is emphasized. Each unit concludes with a unit test, and a list of sources. Topics for extra-credit assignments, and answers to chapter activities are provided where relevant. (SM)

ED 293 789 SO 019 160

Stuart, Kevin C., Comp.; Grimme, Holger K., Ed.
Mongolian Folktales.
Inner Asian Cultural Foundation, Bloomington, IN.
PUB DATE- 88
NOTE- 157p.
AVAILABLE FROM- Inner Asian Cultural Foundation, P.O. Box 5214, Bloomington, IN 47402 ($15.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Cross Cultural Studies; *Cultural Awareness; *Cultural Education; Elementary Secondary Education; *Folk Culture; Global Approach; *Legends; Mythology; Proverbs; Social Studies
IDENTIFIERS- *Mongolia

What Hans Christian Andersen and the Grimm brothers achieved by collecting stories from the common people that had been handed down orally from generation to generation is also achieved in this collection of folktales consisting of 45 fables and 65 tales and short stories. This publication, addressed to educators, anthropologists, and specialists in Mongolian studies, offers cross-cultural studies and can be used in the classroom by discussing the Mongolian world of thought and ideas expressed in these stories and fables. The study and discussion of these folktales provides an initial step to awaken interest in today's Mongolian people and their different ways of living. These tales contain the Inner Asian sense of humor and sarcasm, and many of the fables are a discussion of how animals received certain attributes or are about family relations. The volume is illustrated with photographs. (SM)

ED 293 806 SP 030 129

Moon, R. Arden; And Others
Three Perspectives on the Language of Supervision: How Well Do the University Supervisor, Cooperating Teacher, and Student Teacher Understand Each Other?
PUB DATE- 7 Apr 88
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Communication Problems; *Cooperating Teachers; Higher Education; *Interpersonal Communication; Language Proficiency; Preservice Teacher Education; *Student Teachers; *Student Teacher Supervisors; Teacher Effectiveness

This paper examines the uncertainty and ambiguity surrounding student teaching supervision which may result from the individually idiosyncratic and imprecise use of language in clinical instruction and evaluative judgments. Case study methodology is used to compare the language used and the underlying images of "student teaching" and "effective teaching" held by individuals within the student teaching triad as they try to communicate expectations and build understanding in the novice teacher. Focus is on the explicit language and underlying implicit judgment criteria and processes of the university supervisor, cooperating teacher, and student teacher. The specific objectives of this study are: (1) to identify the ideas, thoughts and images held by the student teacher, supervisor and cooperating teacher during the student teaching experience; and (2) to analyze these data to compare the language used and meanings held by members of the triad. (Author/JD)

ED 293 823   SP 030 153

McDaniel, Thomas
An Instructional Model for Staff Development. Occasional Paper No. 11.
National Staff Development Council, Oxford, OH.
PUB DATE- Apr 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *Concept Formation; Elementary Secondary Education; *Experiential Learning; *Inservice Teacher Education; Instructional Effectiveness; *Learning Strategies; Simulation; *Teacher Motivation; Theory Practice Relationship

A description is given of an instructional model used effectively in an inservice teacher program on classroom management. Based on pedagogical theory, the model consists of four steps. The initial step involves teachers personally in the problems, issues, and topics addressed by the program. Step two, concept formation, consists of strategies used to ensure that teachers grasp particular theories, ideas, and principles that are rational, clear and compelling. In the third step, simulated practice provides for controlled analysis by each teacher in a closely monitored developmental sequence. The fourth and final step is the implementation of new skills and techniques in the actual classroom. (JD)

ED 293 839 SP 030 199

Public School Classroom Teachers, New York State Projections, 1987-88 to 1991-92.
New York State Education Dept., Albany. Information Center on Education.
PUB DATE- 87
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Employment Patterns; *Enrollment Projections; *Public School Teachers; School Statistics; *Teacher Shortage; *Teacher Supply and Demand
IDENTIFIERS- *New York

This report presents projections of classroom teaching positions in kindergarten through grade 12 for regular day public schools in New York State. The report is organized in three sections, each consisting of three tables. Tables 1-3 display projections of: (1) the classroom teaching force; (2) classroom teacher vacancies; and (3) vacancies to be filled by new teachers through 1991-92 for the total State. The same projections are shown for the New York City public schools in tables 4-6 and for the State exclusive of New York City in tables 7-9. Also included are the number of provisional teaching certificates issued in selected years from 1968 to 1986. Appendixes discuss methodology and offer projections as percentages. (JD)

ED 293 854 TM 011 405

Martinez-Boyd, Diana
Factors Influencing Use of Evaluations in Maryland's High School Vocational Education Programs.
PUB DATE- Oct 87
NOTE- 89p.; Paper presented at the Annual American Evaluation Association Conference (Boston, MA, October 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Curriculum Evaluation; Evaluation Methods; *Evaluation Utilization; High Schools; *Program Evaluation; *Technical Education; *Vocational Education
IDENTIFIERS- *Maryland

In this case study, the ways in which evaluation, the decision maker, and the change process influenced the use or non-use of federally mandated evaluations of vocational and technical programs were studied for Maryland since 1979. A Discrepancy Analysis was used to determine whether the intended benefits from evaluation implementation and utilization took place between 1983 and 1987. State and local evaluation reports and multi-year plans, action plans developed to record planned change by local education agencies, state education agencies' action plan monitoring reports, and Evaluation Task Force materials were used as sources of information for the study. The use of Maryland's vocational evaluations was influenced by: (1) user involvement; (2) consistency of findings with beliefs and expectations; (3) appropriateness of evaluation assessment, methodology, and intensity; (4) relevance of data to the user; (5) lack of conflicting information; and (6) significance of decisions to users. User commitment was the most important influence in evaluation and evaluation utilization. Four appendices containing evaluation specifications and other related material are included. A revised reference list concludes this document. (SLD)

ED 293 869 TM 011 449

Baldwin, Beatrice
The Effects of Model Misspecification and Sample Size on LISREL Maximum Likelihood Estimates.
PUB DATE- Nov 87
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Software; *Maximum Likelihood Statistics; Monte Carlo Methods; Predictive Measurement; Sample Size; *Statistical Analysis
IDENTIFIERS- Error Analysis (Statistics); *LISREL Computer Program; Specification Error

The robustness of LISREL computer program maximum likelihood estimates under specific conditions of model misspecification and sample size was examined. The population model used in this study contains one exogenous variable; three endogenous variables; and eight indicator variables, two for each latent variable. Conditions of model misspecification included errors of omission of structural paths and simultaneous errors of omission and inclusion. All misspecifications were examined with sample sizes of 100 or 200. In general, the effects of omitting a path from one exogenous variable to another were less serious than were those of omitting a path from one endogenous variable to another. Adding a path from one endogenous variable to another endogenous variable affected the estimation of parameters and standard errors less than any other misspecification. Overall, however, few blanket recommendations as to classes of errors most specifically affecting robustness of parameter estimates could be made. This study confirms that LISREL-type modeling should be undertaken only when there is guiding substantive theory. (SLD)

ED 293 883 TM 011 478

Ellwein, Mary Catherine; Glass, Gene V.
Standards of Competence: A Múlti-Site Case Study of School Reform. Project: Effects of Testing Reforms and Standards.
Arizona State Univ., Tempe.; California Univ., Los Angeles. Center for the Study of Evaluation.; Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.; Colorado Univ., Boulder.; National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 87
NOTE- 264p.
GRANT- OERI-G-086-0003
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Standards; Administrator Attitudes; Case Studies; *College Entrance Examinations; Cutting Scores; Decision Making; Educational Assessment; *Educational Change; *Graduation Requirements; High Schools; High School Students; *Minimum Competency Testing; *Teacher Certification
IDENTIFIERS- *Standard Setting

A qualitative case study involving five educational institutions assessed the use of competency testing as a prerequisite for high school graduation, criterion for admission into college, criterion for teacher certification, and statewide assessment tool. Focus was on persons and processes involved in setting educational standards associated with minimum competency tests. More specifically, decision makers who determine the test scores that examinees must earn if they are to pass through the gates of the system were studied. Data were gathered via interviews based on a formal protocol. Results indicate that competency tests and standards function primarily as symbolic gestures rather than instrumental reforms. If institutions and agencies currently engaged in competency testing and standard-setting wish to make claims of effectiveness, they must examine the consequences of such reforms. These organizations must track student performance and link it to subsequent decision making. Further study is needed concerning changes in achievement, attrition, and attitudes; and the subtle impact of competency programs on minorities. A copy of the interview protocol is appended. (TJH)

ED 293 897 TM 011 594

Kearns, John
The Impact of Systematic Feedback on Student Self-Esteem.
PUB DATE- Apr 88
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). One graph is marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Classroom Techniques; *Elementary School Students; *Feedback; Grade 6; Intermediate Grades; *Positive Reinforcement; *Self Esteem; *Skill Development; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Coopersmith Self Esteem Inventory

A controlled study investigated the impact of systematic praise techniques on 145 sixth-grade students' self-esteem. Eighty-five students comprised the experimental group, and 60 students made up the control group. The study was initiated in order to explore the link between self-esteem and academic achievement. The attempt to increase student self-esteem consisted of having the classroom teacher follow specific guidelines in providing feedback to students and focusing feedback on student accomplishment in skill areas as opposed to areas of academic achievement. The students were assessed using the Coopersmith Self-Esteem Inventory and the Canadian Tests of Basic Skills. Data were analyzed via a correlated t-test and a two-way analysis of variance to determine differences attributable to the experimental program developed. Results support the notion that gains in self-esteem are likely to be attributable to positive feedback by instructors. (TJH)

ED 293 910 UD 025 700

Rosica, Thomas C.
Program and Staffing Structures: Reactions.
PUB DATE- Dec 86
NOTE- 15p.; In: Designs for Compensatory Education: Conference Proceedings and Papers (Washington, D.C., June 17-18, 1986); see UD 025 691.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Accountability; *Compensatory Education; Data Collection; Disadvantaged; *Educational Improvement; *Educational Research; Elementary Secondary Education; Federal Programs; *Instructional Effectiveness; *Program Design; Program Effectiveness; Program Evaluation; Research and Instruction Units; Small Group Instruction; Summer Programs; Teacher Student Ratio; Teaching Methods
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

The papers presented at this conference review current research on effective educational practices for low-achieving students and identify those that might be applied to programs funded under Chapter 1 of the Education Consolidation and Improvement Act of 1981. A function assumed by several conference participants was to act as reactor to papers written for a particular session. This report reviews and discusses three papers prepared for the session on program and staffing structures and dealing respectively with summer programs, instructional setting, and student-to-instructor ratio. The paper maintains that, once program auditing was instituted by the federal government, the instructional settings began to be chosen by local education agencies (LEAs) for Chapter 1 programs mainly to escape "audit exceptions" and that they tended to stick with the pullout programs (as opposed to supportive service projects) because they were "safe and clear." Later changes necessitated that children remain in class, and once again the delivery system was altered in response to public outcries for change,rather than on the basis of sound pedagogical theory. As a result, these changes generated no significant gains in

achievement. Teacher training, improved data collection, and careful, controlled, research/evaluation of the various alternative approaches to providing Chapter 1 services should be undertaken. Therefore it is proposed that school districts be permitted to apply for a waiver from Federal and state requirements to conduct experimental programs in Chapter 1. A review procedure should be established in the Department of Education to assure that the model developed is "audit exception free." LEAs should be allowed to develop innovative approaches to solving problems. Programs of this type should be given a three-year experimental status, have a tight evaluation design, a clear audit trail, and be reviewed at the end of each year for continuation approval. When school districts are given the opportunity to develop creative program designs, more effective Chapter 1 programs should result. A list of references is included. (PS)

ED 293 923 UD 025 713

Griffin, Gary

Chapter 1 and the Regular School: Staff Development.

PUB DATE- Dec 86
NOTE- 18p.; In: Designs for Compensatory Education: Conference Proceedings and Papers (Washington, D.C., June 17-18, 1986); see UD 025 691.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Compensatory Education; Coordination; Disadvantaged; *Educational Environment; Educational Philosophy; Elementary Education; *Faculty Development; Federal Programs; Integrated Activities; *Principals; School Effectiveness; Special Classes; *Staff Development
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Isolation (Professional); Special Needs Groups

This paper uses research and propositions to argue that staff development funds provided under Chapter 1 of the Education Consolidation Improvement Act of 1981 be used to integrate understanding of the special needs and prospects of and for Chapter 1 students throughout a school. Rather than isolate staff development opportunities within a Chapter 1 resource teacher group, it is believed more reasonable to extend those opportunities to all professionals. This argument is based upon the proposition that the school is a complex environment, composed of a number of interacting variables, all of which have some impact upon teachers and students. Staff development that focuses the environment in all of its contextual complexity upon students' academic and social advancement is believed to be more powerful than staff development that isolates teachers from one another, concentrates upon segments of curriculum and instruction, creates "minicontexts" that may be in contrast to the larger context, and dilutes rather than strengthens the accumulated power of schooling upon student outcomes. The paper begins by defining the concept of staff development and then presents supporting research. The role of the principal is discussed since he or she can control the environment such that its requirements and regularities become the content and process of a staff development strategy. Fourteen features of effective staff development programs are described. A list of references is appended. (PS)

ED 293 936 UD 026 065

Welch, Finis; And Others
New Evidence on School Desegregation.
Unicon Research Corp., Santa Monica, CA.
SPONS. AGENCY- Commission on Civil Rights, Washington, D.C.
PUB DATE- Jun 87
NOTE- 180p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Declining Enrollment; *Desegregation Plans; Elementary Secondary Education; *Enrollment Rate; Magnet Schools; *Minority Groups; Program Effectiveness; *Racial Balance; School Demography; *School Desegregation; School Districts; *White Students

The object of this study was to compile data for a broadly based sample of 125 school districts showing enrollment by race between 1967 and 1985. The sample represents about 20 percent of national enrollment in public schools in 1968 and close to half of all minority enrollment. Data are presented to support an analysis of the relationships between desegregation plans, levels of integration, and enrollment trends. Nationwide patterns in enrollment and desegregation efforts are summarized. The findings include the following: (1) segregation declined in 117 of the 125 districts; (2) eight districts were more segregated in 1984 or 1985 than in 1968, but five of these had not implemented a plan; (3) plans that used pairing and clustering, particularly in combination with rezoning, resulted in more desegregation than other types of plans; (4) white enrollment showed a pronounced decline; (5) some of the decline in white enrollment was associated with plans that used bussing; (6) in spite of these declines, 74 districts increased the exposure of minorities to white pupils; and (7) in six districts white enrollment increased. Demographic and statistical data are presented in tables and appendices include a bibliography of desegregation plan documents consulted for this study listed alphabetically by state and district. (VM)

ED 293 950 UD 026 136

Gaffney, Michael J.; Schember, Daniel M.
An Analysis of the Internal Consistency of Selected Aspects of the Legal Framework for Chapter 1, ECIA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 87
NOTE- 170p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; Compliance (Legal); Coordination; Delivery Systems; *Educational Improvement; Elementary Secondary Education; *Federal Legislation; *Federal Regulation; Informal Organization; *Legal Responsibility; Program Implementation
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This paper describes and analyzes the internal consistency of the formal and informal legal frameworks governing certain aspects of the Education Consolidation and Improvement Act of 1981 Chapter 1 Program. A major focus is how these frameworks differ from those of Title I of the Elementary and Secondary Education Act of 1965, the program which Chapter 1 superseded. The formal framework of Chapter 1 includes statutory provisions, federal regulations, Education Department guidelines, and congressional interpretations that are published and disseminated widely throughout the 14,000 participating school districts. Informal frameworks are Education Department correspondence and written instruments and instructions that the programs generate. The frameworks are discussed in the following three categories: (1) federal management and oversight; (2) state management and oversight; and (3) local implementation. In general the legal provisions were found to be consistent on all levels after technical amendments and other adjustments are considered. There has been some success in the efforts to reduce the length, prescriptiveness, and complexity of the legal framework. Some inconsistency was found in ensuring service equivalence, but the solution for this lies with administrators and the fairness with which personnel is assigned. (VM)

ED 293 963 UD 026 151

Millsap, Mary Ann
Chapter 1 and Nonpublic Schools: Do Students Have Equal Access? The Massachusetts Case. Final Report.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC. Educational Policy and Organization Program.
PUB DATE- 15 Jul 85
NOTE- 52p.
CONTRACT- NIE-P-85-0009
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Catholic Schools; *Compensatory Education; Elementary Secondary Education; Enrollment Rate; Equal Education; *Federal Aid; Federal Programs; *Private School Aid; Private Schools; Program Development; Public Policy; School Districts; *School Involvement; Student Participation; Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Massachusetts

For 20 years, Federal law has mandated that low achieving children residing in low income areas receive supplemental services regardless of whether they attend public or nonpublic schools. Yet Chapter 1 participation rates have always been lower for nonpublic school children than they have for public school children. School size and problems of definition are two factors that account for this difference. This study, which examined the 39 larger districts in Massachusetts, explores the resulting variability after taking size and definitional problems into account. Among the conclusions are the following: (1) the absolute size of the Chapter 1 grant to a district appears to be a strong predictor of nonpublic school participation; (2) there is a strong correlation within districts between participation rates for public and nonpublic schools; (3) the same criteria for determining eligibility for Chapter 1 programs are used for students enrolled in public and nonpublic schools; (4) coordinators and nonpublic school principals viewed the relationship between the Chapter 1 program and the nonpublic schools as excellent; (5) having too few eligible students within a school was a problem faced more by out-of-district than within-district nonpublic schools; (6) the best measure of participation rate is the number of participants as a percentage of low-achieving Chapter 1 attendance area residents in participating schools. The characteristics of Chapter 1 students attending public and nonpublic schools are discussed. Tables and figures illustrate the data. Data sources are listed in an appendix. (BJV)

ED 293 745 SO 018 658

Mills, E. Andrew; Thomson, D. Ross
A National Survey of Art(s) Education, 1984-85: A National Report on the State of the Arts in the States.
National Art Education Association, Reston, Va.
PUB DATE- 86
NOTE- 21p.
AVAILABLE FROM- National Art Education, 1916 Association Drive, Reston, VA 22091 ($8.00 nonmembers; $5.00, members).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Educational Change; Educational Trends; Elementary Secondary Education; Higher Education; *National Surveys; *State Norms; *State Standards; Statistical Data; Statistical Surveys; Trend Analysis
IDENTIFIERS- National Art Education Association

A summary of results of a national survey concerning art education is presented in this document. Part 1 contains the National Art Education Association's goals for quality education and observations from the study. The goals state that: (1) all elementary and secondary schools shall require students to complete a sequential art instruction program; (2) every high school student shall be required to complete one year of art instruction; (3) students shall be required to complete one year of art instruction for admission to a college or university; and (4) every college student shall complete one fine arts course. Observations from the study indicate that: (1) leadership is needed; (2) three-fourths of the states are developing an arts education position paper; (3) all but three states require art teacher certification; (4) 40 to 50 percent of the states require an art course(s) for high school graduation; (5) states are placing a greater emphasis on art education; and (6) significant strides have been made during the past 6 years toward quality art education. Parts 2-5 contain statistical information about state departments of education, employment of art educators, art education programs, and emerging issues. Tables are included. (JHP)

ED 293 760 SO 018 757

Feldman, Marvin

Education, Ethics, and the Ultimate Peril of Technology.

PUB DATE- 21 Aug 85
NOTE- 11p.; Speech given before the faculty of the Fashion Institute of Technology (New York, NY, August 21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *General Education; Social Stratification; Social Values; *Technology; *Vocational Education
IDENTIFIERS- Scientific Revolution

This paper calls for the reunification of liberal and vocational education, arguing that, in a technological egalitarian society, all young people should have both. The paper's central point is that technology is the enemy of the social continuity that makes stability and self-development possible. The signs of social discontinuity recently documented by social critics are the marks of an era of rapid technological change. The U.S. scientific revolution has created a discontinuity between one generation and the next, and in the words of the philosopher J. Glenn Gray, "the scientific revolution has so altered the pattern of our lives that the experience of one generation is no longer very relevant to the next." Educators should reunite what has been artificially separated. Education can provide the essential bulwark against the forces of impersonality and standardization. Vocational educators are leading the way for the reunification of liberal and vocational education. (SM)

ED 293 775   SO 019 068

Georgia Mediagraphy. Second Supplement.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

PUB DATE- 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Audiovisual Aids; *Biographies; Books; Elementary Secondary Education; Folk Culture; *History; Language Arts; Music Appreciation; *Nonprint Media; Photographs; Resource Materials; Resources; Sciences; Social Studies
IDENTIFIERS- *Georgia

This document is a guide to print and nonprint materials about Georgia and Georgians. Entries are arranged under the subject headings used in "Essential Skills for Georgia Schools." Criteria for inclusion were appropriateness for K-12 students and commercial availability of the item. Six books containing pictorial and photographic studies of Georgia and the songs of Georgia are included in the section on art and music. Thirteen biographies of Georgians are included in the second section. Novels, vignettes, short stories, and anecdotes are found in the 26 titles making up the section on language arts. The swamps, fishes, mines, ferns, and pteridophytes of Georgia are described in the collection under science. Thirty-two books in the social studies collection examine the culture and history of Georgia. Four titles are included from the videotape duplication collection. A list of the publishers' names and addresses is provided. (SM)

ED 293 790 SO 019 170

David, Carol

The Effects of a School Store upon the Learning of Economic Concepts: A Comparative Study of Two Fifth-Grade Classes.

PUB DATE- 11 Nov 87
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Concept Formation; *Economics; *Economics Education; Grade 5; Intermediate Grades; Literature Reviews; Simulation; *Social Studies; Teaching Methods
IDENTIFIERS- Primary Test of Economic Understanding

This paper describes the acquisition of basic economic concepts by two fifth-grade classes in an elementary school through the use of a school store. The paper contains: (1) a review of the literature relating to economics education and the use of simulations; (2) a discussion of two teachers' approaches to teaching economic concepts; and (3) a description of the instruments used to assess the learning of economic concepts. The literature review points to a positive relationship between student participation in simulation programs and the learning of economics and other academic subjects. The first class in the study was involved in simulation experiences and role playing. The class also viewed "Trade-Offs," a public television series on economics education. The second class was actively involved in estimating costs, planning meals, and preparing and serving the food. This class discussed money management. The Primary Test of Economic Understanding (PTEU) was used to assess the economic knowledge gained by the students. The results showed that the class which engaged in estimating costs and preparing meals gained more economic knowledge. (SM)

ED 293 807 SP 030 130

Etheridge, Carol P.; And Others

The Effects of Type of Teacher Preparation Program on Internships in Secondary Schools.

Memphis State Univ., TN. Center of Excellence in Teacher Education.

PUB DATE- Feb 88
NOTE- 38p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; *Field Experience Programs; Higher Education; *Internship Programs; *Mentors; Preservice Teacher Education; Program Effectiveness; Secondary Education; Student Teacher Attitudes; *Student Teaching; *Teacher Education Programs
IDENTIFIERS- Alternative Teacher Certification; Extended Degree Programs

Replacing student teaching with internships and replacing clinical supervision with mentoring have been suggested as needed reforms in teacher preparation. Memphis State University (Tennessee) has initiated three different secondary teacher preparation programs: (1) a baccalaureate program with a full day and 10- to 12-week intership; (2) a 15 month, master's degree program with a three phase, 9-month internship and extensive mentoring; and (3) a post-baccalaureate, 12-month, alternative teacher certification program with a 9-month internship and extensive mentoring. This study documented student involvement in teaching activities during each model's field experiences, and investigated student views of internship and school-related components. An overview is presented of the major components of each program. The subjects of the study were 97 interns or student teachers completing one of the three programs. Differences in internship activities and differences in perceptions subjects held toward their experiences, mentor support, and school related factors are discussed. Findings indicate that, while no one program was superior to the others, similar and different outcomes resulted. Data from the study are displayed in 11 tables and 22 references are included. (JD)

ED 293 824 SP 030 155

Allen, Carol; Pellicer, Leonard
Staff Development: The Missing Link in Administrator Evaluation.
Occasional Paper No. 13.
National Staff Development Council, Oxford, OH.

PUB DATE- Nov 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; *Administrator Evaluation; Board of Education Policy; Elementary Secondary Education; *Inservice Education; *Principals; *Program Development; Staff Development; Superintendents

Evaluating and offering assistance to school prinicpals is a school district responsibility that is not being adequately performed in many cases. Organizational goals will be greatly enhanced when districts become committed to evaluating and providing staff development for principals to enhance personal and professional skills. This paper addresses three questions that must be considered in order to effectively integrate evaluative procedures with staff development: (1) What is the current state of the art of evaluation for administrators? (2) How can a staff development process and evaluation process be integrated into one system? (3) Once integrated, how does the system work? (JD)

ED 293 840 SP 030 200

Targeted Forecast April 1988. Number of Public School Classroom Teachers To Increase Slightly This Fall.

Center for Education Statistics (OERI/ED), Washington, DC.

REPORT NO.- CS-88-616

PUB DATE- Apr 88

NOTE- 4p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Elementary Secondary Education; *Employment Projections; *Enrollment Projections; *Public School Teachers; *Teacher Supply and Demand

This report forecasts a slight increase in the number of public school teachers in 1988. The number of public secondary school teachers is projected to decrease in 1989; however, an increase is again expected beginning in fall 1990. The number of public elementary school teachers will grow throughout the period, 1988 to 1992, reflecting the rising number of elementary school pupils. A table showing figures for 1986 and 1987 and forecasts for 1988-1992 is included. A chart comparing the number of public school teachers with student enrollment for 1972-1987 and projections for 1987-1992 is provided. Technical notes describe the methodology of the forecast, sources of data, and discuss forecast accuracy. (JD)

ED 293 898 TM 011 595

Barry, Martha H.

The Effect of Field-Dependence-Independence Match and Mismatch of Student and Teacher on Science Achievement.

PUB DATE- 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Elementary School Science; *Field Dependence Independence; Grade 7; Grade 8; Junior High Schools; Student Characteristics; Teacher Characteristics; *Teacher Student Relationship
IDENTIFIERS- *Science Achievement

A study involving 907 students and 14 teachers at South Carolina public schools investigated the link between teacher-student cognitive style matches and mismatches and science achievement in grades 7 and 8. The students included 426 males and 481 females, 404 seventh graders and 503 eighth graders, and 569 caucasian and 335 black students; three students fell into other racial categories. The teachers included three males and 11 females and 10 caucasian and four black subjects. Cognitive style was measured via the Group Embedded Figures Test, while science achievement was indicated by the students' grades in science. Results indicate that science achievement was significantly higher when a field-independent student was matched with a field-independent teacher and significantly lower when a field-dependent student was matched with a field-dependent teacher. Mismatching of student and teacher resulted in approximately the same science achievement level regardless of the direction of the mismatch. (TJH)

ED 293 855 TM 011 407

Heilman, John G.; Johnson, Gerald W.

Metapolicy Transition: An Alternate Route to the Evaluation Agenda.

SPONS. AGENCY- Auburn Univ., Ala.; Geological Survey (Dept. of Interior), Reston, Va.
PUB DATE- Oct 87
NOTE- 12p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 15-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Criteria; *Evaluation Methods; Evaluation Problems; *Policy Formation; *Public Policy; Water Treatment
IDENTIFIERS- *Metapolicy

The relation of the concept of metapolicy to the evaluation agenda is discussed. Metapolicy is a general rule or policy about how public policies should be made or implemented. Broad shifts in metapolicy create new agenda items for evaluation. If the shift is toward reduced federal involvement in social programs, new evaluation questions are not as easily identified as when increasing federal involvement has brought them out. Examining the metapolicy itself can suggest questions for evaluation. The principles of New Federalism as examples of metapolicy are discussed. Using the example of the capital-intensive privatization of municipal waste water treatment services, metapolicy is evaluated. (SLD)

Bredeson, Paul V.
The Use of Application Blanks in Public School Districts: An Assessment of Legal Compliance and Equity Issues.

PUB DATE- 88
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Civil Rights; Civil Rights Legislation; Compliance (Legal); Elementary Secondary Education; *Employment Practices; Employment Qualifications; *Equal Opportunities (Jobs); *Job Application; Occupational Information; *Personnel Selection; *Public Schools; *School Districts
IDENTIFIERS- Equal Employment Opportunity Act 1972

Application blanks being used as pre-employment screening selection devices in public schools were studied to determine compliance with federal legislative guidelines (i.e., the 1972 Equal Employment Opportunities Act) and to assess personnel selection activities. Over 200 application blanks from 65 school districts from northeastern states were coded and classified. Remnants of bias were found in the standardized application blanks. Illegal requests for background information violating equal employment opportunity guidelines were found in 51.7% of the professional and 59.7% of the non-professional application blanks. A sex bias was not readily apparent in this sample of application blanks. Relevance of the data collected should be the major criterion in designing application blanks. Compliance with guidelines to avoid discrimination is necessary. (SLD)

ED 293 884 TM 011 479

Keesling, J. Ward
Report on Analysis and Database Needs to Implement Model. Project: Multilevel Evaluation System.
California Univ., Los Angeles. Center for the Study of Evaluation.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 20p.
GRANT- OERI-G-86-0003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Graphics; Data Analysis; Database Management Systems; *Databases; Educational Assessment; Elementary Secondary Education; Evaluation Methods; Microcomputers; Multivariate Analysis; *School Districts; *Students; *Teachers
IDENTIFIERS- Multilevel Information System; *Univariate Analysis

This paper describes analytical concepts that can be applied to a comprehensive database containing information on students, teachers, and schools. The concepts are presented in terms of displays, potential inferences, and possible difficulties. Statistical techniques are mentioned, but not rigorously developed. Focus is on displays that can be produced by some microcomputer graphic programs. Each analysis is discussed in intuitive terms, relying on the common sense of the viewer of the display to guide his or her inferences. Topics covered include accumulating data, roster-based data presentations, desirable database system characteristics, analysis of single variables at one point in time, analysis of a single variable repeatedly measured over time, and analysis of the relationship between two variables. Two figures and seven graphs are presented. (TJH)

ED 293 924 UD 025 714

Hallinan, Maureen T.
Chapter 1 and Student Achievement: A Conceptual Model.
PUB DATE- Dec 86
NOTE- 20p.; In: Designs for Compensatory Education: Conference Proceedings and Papers (Washington, D.C., June 17-18, 1986); see UD 025 691.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Gains; *Compensatory Education; *Disadvantaged; Educational Quality; Elementary Education; Federal Programs; *Grouping (Instructional Purposes); Instructional Effectiveness; Interaction; Low Achievement; Program Design; Program Evaluation; Program Length; *Time Factors (Learning)
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Service Quality; Special Needs Groups

The aim of this paper is to identify the mechanisms that relate participation in programs established by Chapter 1 of the Education Consolidation and Improvement Act of 1981 to student achievement. It focuses on what happens to students in Chapter 1 programs and how their experiences affect their growth in academic achievement. The paper begins with a brief background description of services provided by Chapter 1, the extent of the program, and the disappointing results of federally funded compensatory education programs as revealed especially in the Sustaining Effects Study (Carter, 1984) which evaluated Title I of the Elementary and Secondary Education Act, the predecessors of Chapter 1. Next, the paper discusses grouping, instructional, and interactional processes that occur in Chapter 1 classes and their relationship to achievement. Finally it examines the process through which students are designated as eligible for Chapter 1 services. Among the findings are the following: (1) The greater success of Chapter 1 in first grade may be because Chapter 1 students receive more instructional time and higher quality instruction in first grade than later. (2) Since many students receive Chapter 1 services for only one year, their participation in compensatory education may not be sufficient to produce long-term benefits. (3) Since only the lowest achievers are retained in Chapter 1 programs across grades, long-range effects are not likely to appear because achievement is generally small with this population of students, regardless of the kind of instruction they receive. (4) Very low-achieving students may be more vulnerable to the negative effects of low teacher expectancies and labeling. A list of references is included. (PS)

ED 293 937 UD 026 109

Hammond, Ruth E., Comp.; Hendricks, Glenn L., Comp.
Southeast Asian Refugee Youth: An Annotated Bibliography. Southeast Asian Refugee Studies Occasional Papers. Number Six.
Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs
PUB DATE- 88
NOTE- 155p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Acculturation; *Asian Americans; Health; Journalism; Marriage; Mental Health; Migrant Education; Online Catalogs; *Refugees; *Youth
IDENTIFIERS- Asian American Studies; *Southeast Asians

This annotated bibliography comprises books and articles on Southeast Asian refugee youth. It is divided into the following cross-referenced sections: (1) Adaptation and Acculturation; (2) Education; (3) Physical and Mental Health; (4) Unaccompanied Minors and Amerasian Youth; (5) Courtship and Marriage; (6) General Topics; (7) Journalism; and (8) Bibliographies. Some of the annotations are derived from abstracts included in several online data bases; others were abstracted specifically for this project. An author index is appended. (BJV)

ED 293 951 UD 026 137

Gibbs, Jewelle Taylor, Ed.; And Others
Young, Black, and Male In America: An Endangered Species.
REPORT NO.- ISBN-0-86569-169-X
PUB DATE- 88
NOTE- 377p.
AVAILABLE FROM- Auburn House Publishing Company, 14 Dedham Street, Dover, MA 02030 ($28.95--hardcover; $17.95--paperback).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Alcoholism; *Behavior Problems; Black Attitudes; Black Culture; Black Employment; Black Population Trends; *Black Youth; Delinquency; Delinquency Causes; Drug Abuse; Early Parenthood; *Emotional Problems; Employment Problems; Equal Opportunities (Jobs); Inner City; *Males; Public Policy; Racial Bias; Racial Discrimination; Self Destructive Behavior; *Social Problems; Suicide; Unemployment; Urban Environment; Urban Problems; *Urban Youth; Youth Problems

This book evolved out of a presentation on the psychosocial problems of black adolescents and youth at a colloquium jointly sponsored by the Bay Area Black United Fund and the School of Social Welfare at the University of California at Berkeley in the Spring of 1982. The problems of black inner-city males are so severe that society tends to ignore them; increasing numbers of black youth are unemployed, unskilled, and unproductive. Too much emphasis has been put on "blaming the victims" for the consequences of over three centuries of discrimination, deprivation, and denial of equal opportunity. This book is an attempt to redress the balance by presenting a comprehensive, interdisciplinary perspective on the major social and economic problems of young black males in America. The following chapters (and their authors) are included: (1) Young Black Males in America: Endangered, Embittered, and Embattled (Jewelle Taylor Gibbs); (2) The Education and Achievement of Young Black Males (Rodney J. Reed); (3) Employment and Unemployment of Young Black Males (Tom E. Larson); (4) Delinquency Among Black Male Youth (Richard Dembo); (5) Young Black Males and Substance Abuse (Ann F. Brunswick); (6) Teenage Fatherhood: Issues Confronting Young Black Males (Michael E. Connor); (7) Health and Mental Health of Young Black Males (Jewelle Taylor Gibbs); (8) The New Morbidity: Homicide, Suicide, Accidents, and Life-Threatening Behaviors (Jewelle Taylor Gibbs); (9) The Impact of Public Policy on the Status of Young Black Males (Barbara Solomon); and (10) Conclusions and Recommendations (Jewelle Taylor Gibbs). Separate references are included for each chapter. An index is included. (BJV)

ED 293 825 SP 030 161

Reavis, Charles A.
Extraordinary Educators: Lessons in Leadership.
Phi Delta Kappa, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-271-2
PUB DATE- 88
NOTE- 41p.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.90).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Feedback; *High Achievement; *Leadership Qualities; *Personality Traits; *Principals; Self Actualization; Student Motivation; Student Reaction; Teacher Behavior; *Teacher Effectiveness; *Teachers; Teaching Methods

Profiles are presented of six superior educators whose students achieved an excellence far beyond what might be expected of them. The subjects were a speech and drama teacher, a girls' basketball coach, a choral music teacher, an art teacher, and principals of an elementary and a secondary school. The major finding of the study was that, without exception, these leaders gave a high number of correctives. Any deviations, even minor ones, from their high standards were corrected quickly, and not infrequently very sharply. Other significant findings were: (1) they were purposive, demanding perfectionists; (2) they had a sense of humor and tended toward self-deprecation; (3) they gave only a limited amount of praise; (4) they stressed self-discipline, responsibility, and always doing one's best; (5) they attained a high amount of time on task; and (6) they were very family oriented. Comparisons are made between the characteristics of these educators and leaders in the business world. Recommendations are made for teacher and administrator education. (JD)

ED 293 911 UD 025 701

Romberg, Thomas A.
Mathematics for Compensatory School Programs.
PUB DATE- Dec 86
NOTE- 27p.; In: Designs for Compensatory Education: Conference Proceedings and Papers (Washington, D.C., June 17-18, 1986); see UD 025 691.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Compensatory Education; Elementary Education; Elementary School Mathematics; Federal Programs; *Instructional Effectiveness; *Mathematics Achievement; Mathematics Education; Mathematics Teachers; *Program Effectiveness; *Remedial Mathematics; Teacher Student Relationship; Teaching Methods

Past studies of compensatory education programs in mathematics show that they have not addressed mathematical concerns, have not had clear program goals, have had a narrow view of what constitutes evaluation, and have taught little that would improve students' mathematical abilities. In the future, compensatory programs for mathematics should address the following six issues: (1) the fragmentation of mathematics and the need to show the interconnectedness of ideas; (2) learning as passive absorption; (3) deskilling of teachers; (4) differential opportunity; (5) workbooks/tests as technology; and (6) change as ritual. In developing a contemporary mathematics program, one must consider that the roles and work of student and teacher are complementary and the emphasis should be on creating knowledge rather than just absorbing the history of other people's knowledge. The teacher's goal should be to support, promote, encourage, and in every way facilitate the creation of knowledge by students. The report also discusses how conflicting ideas about individual differences affect the development of compensatory mathematics programs. A list of references is included. (PS)

ED 293 964 UD 026 152

Millsap, Mary Ann; Wilber, Nancy
After "Aguilar v. Felton": Chapter 1 Services for Massachusetts Nonpublic School Students. Final Report.
Policy Studies Associates, Inc., Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 87
NOTE- 48p.
CONTRACT- ED-300-85-0103
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Catholic Schools; *Compensatory Education; Computer Assisted Instruction; *Court Litigation; Elementary Secondary Education; Enrollment Rate; Equal Education; Federal Aid; Federal Programs; Mobile Educational Services; *Private School Aid; Private Schools; Program Development; Public Policy; Relocatable Facilities; *State Church Separation; Urban Education
IDENTIFIERS- Aguilar v Felton; *Education Consolidation Improvement Act Chapter 1; *Massachusetts

In July 1985 the Supreme Court ruled in Aguilar v. Felton that public school employees could no longer provide instruction, including Chapter 1 services, on religious school premises, previously the most common service delivery model used. This study addresses the following questions: (1) what portion of the decline in services to nonpublic school students in Massachusetts is attributable to the Aguilar decision; (2) why have districts and nonpublic schools pursued particular options; and (3) what are continuing issues to be addressed to restore enrollments and respond to equitability issues? Among the findings were the following: (1) between 1984-85 and 1986-87 nonpublic school student enrollment in Massachusetts Chapter 1 programs dropped 40 percent and public school participation dropped less than 4 percent; (2) most of the drop in service for nonpublic school children may be attributed to the Aguilar decision; (3) Chapter 1 coordinators, nonpublic school principals, and church officials have invested much energy in finding alternative to Chapter 1 services for religious school children; and (4) a few districts are now using mobile vans and computer-assisted instruction after experiencing significant enrollment losses and other problems with alternate sites. Implications for Federal policy are discussed. A table illustrates the data. (BJV)

ED 293 776 SO 019 078

Reitman, Sanford W.

Taking a Chance on Parent Choice: A Feasible Approach to Ending America's Educational Messiah Complex.

PUB DATE- Nov 87
NOTE- 27p.; Paper presented at the Annual Conference of the American Educational Studies Association (Chicago, IL, November 4-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Attitudes; *Educational Policy; *Educational Practices; *Educational Vouchers; Elementary Secondary Education; Parent Rights; *Parent School Relationship; Parent Teacher Cooperation; *School Choice

This essay promotes parental free-choice in educational matters. The argument is grounded in the assumption that the individual is a social entity whose nature derives from his or her bio-social rootedness in integrative cultural community. The only feasible means of eradicating the widespread phenomenon of "educational messianism" and restoring a sense of effective civic pride is by making selection of schooling a matter of parental preference. The "Educational Messiah Complex" is defined as the over-dependency of U.S. citizens to rely on the school to solve all social problems. Members of the cultural community need to confront their collective problems instead of delegating them to teachers. Reducing U.S. over-dependency on school systems will come when parents secure the right to send their children to schools of their own choice. This would stimulate teachers and administrators to open their own schools, and both public and private schools would benefit by the greater cooperation of parents who enrolled their children voluntarily in the school. (SM)

ED 293 841 SP 030 206

Health Education Comprehensive Curriculum Goals. A Model for Local Curriculum Development.
Oregon State Dept. of Education, Salem.
PUB DATE- Mar 88
NOTE- 158p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Design; Eating Habits; Educational Objectives; Elementary Secondary Education; *Health Education; *Lifestyle; *Nutrition; *Physical Fitness; State Standards; *Stress Management
IDENTIFIERS- *Oregon

This curriculum guide for K-11 in Oregon is organized into four content strands which outline concepts intended to assist students to: (1) acquire the knowledge and skills necessary to develop appropriate safe living behaviors; (2) acquire the knowledge and skills necessary to develop appropriate stressor/risk-taking behaviors; (3) acquire the knowledge and skills necessary to develop appropriate physical fitness behaviors; and (4) acquire the knowledge and skills necessary to develop appropriate eating behaviors. The manual also includes a glossary of terms, suggested resources, a bibliography, and recommended periodicals. (JD)

ED 293 938　　　　　　　　　　UD 026 116

Floyd, Nubra Elaine
Plan For Macy Program Advisory Unit Relationships Component.
Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.
PUB DATE- 25 Jul 86
NOTE- 18p.; For related document, see ED 282 480.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- After School Programs; *Ancillary School Services; *College Preparation; *Counseling Services; Discussion; *Group Counseling; Interpersonal Communication; Interpersonal Competence; *Interpersonal Relationship; Program Design; Program Development; *Program Guides; Secondary Education; Self Help Programs

During the summer following the program's first year of operations, the Macy Program teachers at Hillhouse High School (New Haven, Connecticut) began developing an after school advisory unit for the 1986-87 school year that was to include a component aimed at improving students' interpersonal skills. The Macy Program in general is a four-year academic program with special supportive services to prepare students for college and professional schools. The following aspects of the advisory program are discussed: (1) scheduling; (2) group composition; (3) preparation; (4) peer support; (5) evaluation; (6) goals and objectives; (7) proposed activities for intensive group sessions, including group formation, interpersonal communication, problem solving, and transitioning the group to a weekly schedule; (8) suggested activities for weekly group sessions, including role playing and group discussion; (9) evaluating the relationships component; and (10) additional resources for the relationships component. A suggested reading list is included. (BJV)

ED 293 746 SO 018 659

Smith, Ralph A.
Excellence in Art Education: Ideas and Initiatives. Updated Version.
National Art Education Association, Reston, Va.
REPORT NO.- ISBN-0-937652-34-2
PUB DATE- 87
NOTE- 146p.
AVAILABLE FROM- National Art Education Association, 1916 Association Drive, Reston, VA 22091.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aesthetic Values; *Art; *Art Education; Art Teachers; *Elitism; Secondary Education
IDENTIFIERS- Effort; *Excellence; Ideas

The arts are important, not only because they provide insights into significant human ideas and values, but also because of their capacity to generate experiences that should be part of a full and rewarding life. This book considers: (1) the ideal of excellence; (2) excellence in art; (3) excellence in art education; (4) elitism; and (5) initiatives toward excellence. Excellence in art is described in terms of worthwhile experiences and quality, and excellence in art education is defined as synonymous with an excellent art curriculum. This book, which focuses on secondary school art education programs, argues that the quest for excellence in art education is not elitist and that commitment to and praise of excellence are traditional democratic values. A historical summary of past efforts to improve art education is provided, along with a discussion of possible future initiatives. The essay urges that, since education is the subject of intense discussion in the United States, art education organizations should anticipate and assert leadership. Concern is expressed that art educators appear to continue to remain a collection of individuals rather than a unified and directed profession. (JHP)

ED 293 761 SO 018 848

Cohen-Emerique, Margalit

French Social Workers and Their Migrant Clients: Recognizing Cultural and Class Roles in Social Work.

AFS International/Intercultural Programs, Inc., New York, N.Y.
PUB DATE- Jan 88

NOTE- 34p.; Translated by Bettina Hansel and Alice Starr.
AVAILABLE FROM- Center for the Study of Intercultural Learning, AFS Intercultural Programs, 313 East 43rd Street, New York, NY 10017 ($1.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Translations (170)
DESCRIPTORS- *Counseling Effectiveness; Counselor Client Relationship; Counselor Performance; *Cultural Differences; Cultural Interrelationships; Culture Conflict; Educational Objectives; Educational Planning; Ethnic Groups; Foreign Countries; Migrant Children; Migrant Problems; *Migrants; *Social Bias
IDENTIFIERS- France

Difficulties in language communication and in understanding cultural differences, values, and the structure of the family are a few of the topics included in this paper on counselor education. Teaching professional counselors about working with multicultural communities and the culture of newly immigrant communities allows them to function more effectively. Everyone has a filter or screen that includes stereotypes and prejudices, through which foreigners are viewed. This leads to negative behavior such as prematurely categorizing clients. This eliminates other possible data and results in failure to give legitimacy to the client. Recognition of the cultural identity of the client is a key factor in giving aid, establishing mutual trust, and allowing a more balanced relationship between the client and the counselor. Preparing professionals to communicate without filters of their own culture, as well as to decode communication from other cultures, is central to the training of professionals in this field. (NL)

ED 293 791 SO 019 174

Lyman, Lawrence K.; Foyle, Harvey C.

Cooperative Learning: Experiencing the Constitution in Action.

PUB DATE- 9 Apr 88
NOTE- 16p.; Paper presented at the Rocky Mountain Regional Conference of the National Council for the Social Studies (Salt Lake City, UT, April 8-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Classroom Techniques; *Educational Strategies; Elementary Secondary Education; *Groups; Lesson Plans; *Social Studies; *Teaching Methods; United States Government (Course)
IDENTIFIERS- *Cooperative Learning; *United States Constitution

Cooperative learning is a teaching strategy involving students in small group learning activities that promote positive interaction. Research studies have consistently found that cooperative learning promotes increased academic achievement and involves relative use of implementation and reasonable costs. Improved behavior, increased positive attitudes towards the class, and better attendance are also benefits of cooperative learning strategies. Cooperative learning techniques that have been identified by researchers include Teams-Games-Tournaments (TGT), Jigsaw, Learning Together, and Group Investigation. Ten basic steps for successful implementation have been identified. Cooperative learning is of particular interest for social studies teachers, because it promotes student motivation and encourages group processes and positive social and academic interaction among students. The sample cooperative learning lesson, "Creating a Classroom Bill of Rights," is provided for elementary students in the fourth through sixth grades. The lesson "The United States Constitution: Powers of Congress," is included for grades 7-12. (SM)

SP

ED 293 808 SP 030 131

Simmons, Joanne M.
"Wha'd She Think?"--A Comparison of the Role Perspectives, Evaluative Judgment Criteria Cognitive Maps, & Written Records of Three University Student Teacher Supervisors.
PUB DATE- Feb 88
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Cognitive Mapping; *Evaluation Criteria; Higher Education; Preservice Teacher Education; *Role Perception; *Student Evaluation; *Student Teacher Supervisors; *Technical Writing

Case study methodology using structured interviewing and cognitive mapping techniques has been used to reveal the contrasting role perspectives and evaluative judgment criteria of three university student teacher supervisors with different professional backgrounds. This study extends an earlier investigation by comparing these role perspectives and judgment criteria with the results of content analysis of each supervisor's written observation records and final reports for a nominated sample of six so-called strong, average, and weak student teachers with whom she worked. The implications of these findings for future research and for the selection, training, and on-going support of such supervisors are presented. Data from the study are displayed in 10 tables and 44 references are included. (Author/JD)

ED 293 856 TM 011 414

Catterall, James S.
Estimating the Costs and Benefits of Large Scale Assessments: Lessons from Recent Research.
PUB DATE- Apr 88
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Some pages contain light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; Decision Making; *Educational Assessment; Educational Policy; Educational Research; Evaluation Methods; Policy Formation; Resource Allocation; Systems Analysis

The application of cost-benefit analysis and cost-effectiveness analysis to large-scale assessments in education is discussed. Lessons from research on large-scale assessments are presented, and the utility of these lines of research to policymakers and educators is considered. Such assessments include state-sponsored teacher certification tests and minimum competency tests for students. Cost-benefit analysis has the drawback of requiring monetary values for all benefits. Cost-effectiveness analysis is limited when multiple and incommensurate outcomes are anticipated. Partial cost-benefit analyses are described and advocated. Decision making about large-scale assessments should consider the true opportunity costs of such assessments, rather than merely considering initial appropriations. Resource allocations to large-scale assessments are often decided in the relative absence of explicit cost-benefit analysis, probably because large-scale policy decisions seek maximization of political values. (SLD)

ED 293 871 TM 011 457

Ormrod, Jeanne Ellis; Jenkens, Lynn

Study Strategies for Learning Spelling: What Works and What Does Not.

PUB DATE- Apr 88
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Grade 3; Grade 4; Grade 7; Grade 8; Higher Education; *Learning Strategies; Pronunciation; *Spelling; Spelling Instruction; *Study Skills; Undergraduate Students

Strategies actually used by good and poor spellers at different grade levels were examined. The subjects included 20 students from Grades 3 and 4, 22 from Grades 7 and 8, and 31 college undergraduates. Each individual made a list of 10 words misspelled from prepared lists of difficult words. The students "thought aloud" as they studied, and strategies used were noted to include: (1) pronunciation; (2) over-pronunciation, bringing the pronunciation into compliance with the spelling; (3) visual imagery; (4) letter rehearsal; (5) word analysis; (6) pretest comparison; (7) spelling rules; and (8) miscellaneous strategies. Only over-pronunciation correlated positively with posttest scores; letter rehearsal correlated negatively with subsequent scores. The more effective strategy was increasingly found with college students, suggesting that more effective strategies increase with age. Posttest scores, study times, and their correlations with posttest scores are tabulated. Spelling word lists correlations with posttest scores are tabulated. Spelling word lists for the three educational levels are appended. (SLD)

ED 293 899 TM 011 603

Willett, John B.; Singer, Judith D.

Doing Data Analysis with Proportional Hazards Models: Model Building, Interpretation and Diagnosis.

PUB DATE- Apr 88
NOTE- 58p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Simulation; Computer Software; *Data Analysis; *Databases; Elementary Secondary Education; Multivariate Analysis; *Predictor Variables; *Teacher Persistence; Teaching (Occupation)
IDENTIFIERS- *Proportional Hazards Models; *Univariate Analysis

Guidelines for articulation of a framework for practical application of proportional-hazards models (PHMs) to professional survival analysis are provided. Focus is on data analysis fitting the PHMs with the semi-parametric methods of partial likelihood; this strategy is available in the BMDP2L and SAS PROC PHGLM computer programs. Areas in which advice and clarification are particularly apt include the definition of terms, the model and its assumptions, model-building, and interpretation and reporting of estimated model parameters. The presentation is based on a data-based example from a study of 10-year teacher survival patterns for a cohort of teachers who entered the profession in 1972 in Michigan. Survival analysis seeks to predict the duration during which a subject remains in a situation, in this case, the teaching profession. Discrete and continuous time analysis are examined; and the use of univariate, bivariate, and multivariate analysis are outlined. Choosing predictors and building a hierarchy of models, including interactions and predictors, and summarizing and comparing fitted models are discussed. Nine graphs and two tables are provided. (TJH)

ED 293 842 SP 030 231

Pascal, Anthony
The Qualifications of Teachers in American High Schools.
Rand Corp., Santa Monica, Calif.
REPORT NO.- Rand-N-2547-CSTP
PUB DATE- Feb 87
NOTE- 51p.
AVAILABLE FROM- The RAND Corporation, Publications Dept., 1700 Main St., Santa Monica, CA 90406-2138 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; High Schools; *Institutional Characteristics; Intellectual Disciplines; Public Schools; School Surveys; *Secondary School Teachers; Teacher Background; Teacher Certification; *Teacher Qualifications; *Teaching Experience

This monograph describes the formal qualifications of the teachers currently teaching in public high schools and notes the variations of qualifications among schools with different characteristics. A survey of an average of 30 randomly selected teachers in each of 340 comprehensive high schools obtained information on: (1) the number of college courses completed in the teacher's primary subject (PS); (2) whether the PS was a major or minor in college; (3) whether or not the teacher was certified in the PS; and (4) years of teaching experience. Results of the survey indicated: (1) there was a rather impressive level of formal qualifications, overall and subject by subject; (2) the highest levels of qualifications were in the humanities, followed by science, mathematics, and social sciences; (3) the ethnic status of the student body had little relation to the level of teachers' qualifications; (4) the biggest differences in teacher qualifications across school types were between schools that send relatively many students to college and those that send relatively few; and (5) the least qualified teachers were spread fairly evenly across all types of high schools. Survey data are displayed in tables. (JD)

O'Neil, Harold F., Jr.; Baker, Eva L.

Issues in Intelligent Computer-Assisted Instruction. Testing Study Group: The Impact of Advances in Artificial Intelligence on Test Development.

California Univ., Los Angeles. Center for the Study of Evaluation.

SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Texas.; Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.; National Aeronautics and Space Administration, Moffet Field, Calif.; Naval Training Systems Center, Orlando, FL.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 87
NOTE- 43p.
GRANT- OERI-G086-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Artificial Intelligence; *Computer Assisted Instruction; Computer Software; Evaluation Methods; *Expert Systems; Formative Evaluation; Summative Evaluation; *Test Construction
IDENTIFIERS- *Intelligent CAI Systems

Among opportunities to advance the state of the art of intelligent computer-assisted instruction (ICAI) are the evaluation of ICAI systems and the use of the underlying technology in ICAI systems to develop tests. Each issue is addressed via its theoretical context, key constructs, appropriate references to the literature, methodological aspects, and concrete examples of the feasibility of resolving the issue. ICAI systems use artificial intelligence and cognitive science to reach a range of subject matters. Several computer programs are discussed. The key components of ICAI systems include a knowledge base, a student model, and instructional techniques for teaching declarative or procedural knowledge. Research that has contributed to the development of ICAI includes research into both formative and summative evaluation, measurement of student achievement outcomes, measurement of individual differences among students, and process measurement and analysis. A list of 75 references is presented. (TJH)

ED 293 952 UD 026 138

Brandt, Godfrey L.
The Realization of Anti-Racist Teaching.
REPORT NO.- ISBN-1-8500-127-8
PUB DATE- 86
NOTE- 210p.
AVAILABLE FROM- Taylor, Francis Hemisphere Inc., 242 Cherry Street, Philadelphia, PA 19106-1906 ($19.00 softcover--ISBN-1-8500-127-8; $36.00 hardcover--ISBN-1-8500-126-X; postage and handling $1.75 additional).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Change; Curriculum Development; Individual Development; *Instruction; Instructional Materials; *Material Development; *Racial Attitudes; *Racial Bias; Social Change; Social Development; Student Attitudes; Student Development; *Teacher Attitudes; Test Bias

In order to dismantle racism through development of new curricula and positive pedagogic practices, education professionals must be informed about the history, structure, and culture of racism. An examination of the nature of schooling demonstrates that the education system is a crucial component of a racist state, by propounding a racist pedagogy. A wide range of practices in pursuit of diverse goals is considered for the development of the pedagogy of anti-racism. New materials need to be developed, and the ones currently in use need to be examined. Curricula and examinations must be altered to help consolidate anti-racist change. Teachers need the space and stimulation that in-service training provides in order to develop anti-racist teaching. There is an urgent need for research into classroom processes in relation to anti-racist aims and objectives, and for more curriculum development projects that engage the community. Tables, figures, and a map illustrate the data. A bibliography of more than 100 items is included. (BJV)

ED 293 777 SO 019 085

Jensen, Eric L.; And Others
Drug Abuse and Politics: The Construction of a Social Problem.
PUB DATE- Aug 87
NOTE- 32p.; Revised version of a paper presented at the Annual Meeting of the Society for the Study of Social Problems (Chicago, IL, August 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Drug Abuse; Illegal Drug Use; *Political Attitudes; *Political Influences; Political Issues; Public Opinion; *Social Problems; Social Science Research
IDENTIFIERS- Monitoring the Future; *Social Constructivism

Relying on the social constructionist approach as advanced by Armand L. Mauss (1975), this paper analyzes the construction of a recent U.S. social problem, drug abuse. It is argued that the objective conditions of drug use alone cannot explain why drugs became an issue immediately prior to the 1986 Congressional elections. Explanations for the rise of drug usage as a social problem are to be found primarily in the political realm. Mauss emphasized the similarity between social problems and social movements and defined the five stages of a social problem. This paper examines the extent to which the recently rediscovered drug abuse problem conforms to Mauss' model. Data are based on National Institute on Drug Abuse (NIDA) surveys and the Monitoring the Future project. Data are presented that show the absence of a rise in the overall consumption of illicit drugs during recent years. Public opinion surrounding the issue and the construction of a social problem are traced. The history of this social movement/problem deviated from the Mauss model at two points. It is argued that the Mauss model should be revised for social problems in which governmental agencies and officials are claims-makers. (SM)

ED 293 826 SP 030 163

Graber, Kim C.
Making the Grade: A Qualitative Study of Teacher Preparation Classes in Physical Education.
PUB DATE- Apr 88
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cheating; Codes of Ethics; College Students; *Discipline Problems; *Education Majors; Higher Education; Notetaking; Physical Education; *Plagiarism; Preservice Teacher Education; *Student Attitudes; *Student Behavior
IDENTIFIERS- *Studentship

Studentship, the focus of this study, is the process by which students react to the demands of the training environment. It consists of a perspective on the process of professional training that allows students to determine which dispositions they intend to acquire and which they will choose to ignore. Studentship also consists of an array of behaviors which students employ in order to progress through a training programs with greater ease, more success, and less effort. Because these behaviors include such things as cheating, taking short-cuts, psyching-out the teacher, and faking public expressions of belief, some trainees may never develop the professional values which they will be committed to implement once they become practitioners in the schools. This study describes the various studentship behaviors undergraduate preservice physical education students at Carrington College exhibit. It searches for the contextual conditions which surround the use of studentship; conditions which might, in part, encourage or reduce the tendency for students to employ such behaviors. (JD)

ED 293 900 TM 011 610

Brady, Peter J.
The Effects of Course Demands and Grades on Anonymous versus Nonanonymous Evaluations of Professors.
PUB DATE- Apr 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; *College Students; *Difficulty Level; *Grading; Higher Education; *Professors; Student Attitudes; *Student Evaluation of Teacher Performance
IDENTIFIERS- *Anonymity of Respondents; Preference Ranking
A control study involving 26 college students was undertaken to determine reasons why they generally claim to prefer "easy" professors, while contradictory evidence is offered by evaluation research. The subjects were randomly assigned to conditions in which each made anonymous or non-anonymous evaluations of four hypothetical male professors described in short printed narratives. Two of the professors were described as very demanding, while the other two were described as very lax. One of each pair of professors was described as generally giving high grades, while the other was described as generally giving low grades. After reading the hypothetical descriptions, the subjects completed six eight-point scales for each description. Student evaluations indicated that: (1) most students preferred lax, high-grading professors better than demanding, low-grading professors; (2) demanding professors were evaluated as being more effective than lax professors; (3) the demanding, high-grading professor was perceived as more likable than the other professors; and (4) students in the non-anonymous condition were more likely than others to express a desire to take a class from lax professors. (TJH)

UD

ED 293 912 UD 025 702

Calfee, Robert
Curriculum and Instruction: Reading.
PUB DATE- Dec 86
NOTE- 56p.; In: Designs for Compensatory Education: Conference Proceedings and Papers (Washington, D.C., June 17-18, 1986); see UD 025 691.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Compensatory Education; Curriculum Development; Disadvantaged; Economic Factors; Elementary Education; *Elementary School Curriculum; Equal Education; Federal Programs; Instructional Effectiveness; Literacy; *Program Effectiveness; Reading Achievement; Reading Instruction; *Remedial Reading; *Socioeconomic Influences; Socioeconomic Status
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act

This paper discusses the concept of literacy and proposes several theses with regard to the difficulty experienced by youngsters from disadvantaged backgrounds in acquiring literacy in present-day school environments. It recommends studies to explore the funding of programs designed to improve schools as educational organizations, rather than programs that are targeted to the individual student. Compensatory programs should be developed that: (1) do not put the blame for school failure on the student; (2) help children from poor homes achieve literacy; (3) promote adequate levels of achievement in literacy; and (4) make the school the appropriate (and perhaps the essential) unit for improving instruction in reading and writing. In support of the paper's arguments, a view of demographic trends in students, homes, teachers, and schools is given and policy implications for compensatory reading programs are considered. There is also a brief discussion of a framework for developing a curriculum of literacy. Current curricula for "regular" and "compensatory" students are described. A summary and tentative recommendations for federal, state and local policies conclude the paper. A list of references is appended. (PS)

ED 293 925 UD 025 715

Gaffney, Michael J.
Chapter 1: The Choices for Educators. (Reactions).
PUB DATE- Dec 86
NOTE- 24p.; In: Designs for Compensatory Education: Conference Proceedings and Papers (Washington, D.C., June 17-18, 1986); see UD 025 691.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers; "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Compensatory Education; *Compliance (Legal); Cooperative Planning; Coordination; *Disadvantaged; Educational Legislation; Elementary Education; Faculty Development; Federal Programs; *Federal Regulation; Integrated Activities; Principals; Program Development; School Effectiveness; Special Classes; *Staff Development
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Special Needs Groups

The papers presented at this conference review current research on effective educational practices for low-achieving students and identify those that might be applied to programs funded under Chapter 1 of the Education Consolidation and Improvement Act of 1981. This report is a reaction to three papers which were presented at the final session of the conference and which provide, respectively, suggestions for how the effectiveness of Federal compensatory education efforts can be enhanced by increasing coordination among regular classroom reading programs and targeted support programs; redirecting the use of Chapter 1 staff development funds; and using a conceptual model to evaluate the achievement of Chapter 1 students. The report provides an overview of the range of discretion Chapter 1 gives school districts and then comments on the three papers from a legal and policy perspective. Much of the coordination research seems to have focused on problems caused when districts provide little or no coordination. Chapter 1 staff development funds cannot be used for regular classroom teachers or staff specialists who do not serve Chapter 1 students this school year and will not serve them next school year. The same applies to principals. Also the scope of the training does not include matters not "directly related" to the services to be provided. Regarding student achievement, it is important to remember that there is no national Chapter 1 instructional program that is uniform across districts and within districts. The paper concludes that problems of program quality and effectiveness are not the inevitable result of Federal legal provisions. Endnotes and a list of references are included. (PS)

ED 293 939 UD 026 122

Levine, Marsha, Ed.; Trachtman, Roberta, Ed.
American Business and the Public School: Case Studies of Corporate Involvement in Public Education.
Committee for Economic Development, New York, N.Y.
REPORT NO.- ISBN-0-8077-2880-2
PUB DATE- 88
NOTE- 278p.
AVAILABLE FROM- Teachers College Press, 1234 Amsterdan Avenue, New York, NY 10027 ($24.95--cloth edition).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperative Education; *Corporate Support; Economics; Educational Objectives; *Education Work Relationship; Elementary Secondary Education; Industry; *Institutional Cooperation; *Private Financial Support; Program Budgeting; *Program Development; Program Effectiveness; Rural Education; *School Business Relationship; School Community Relationship; Urban Education

This document provides case studies, written by the people involved, of the following private sector/public school collaborations: (1) Honeywell; (2) Metropolitan Life Insurance and the American Educator; (3) Burger King Corporation; (4) Murray Bergtraum High School for Business Careers; (5) The Public Education Fund; (6) The Boston Compact; and (7) The Business Community and Education Reform in California and Minnesota. The following topics are addressed for each case: (1) civic context; (2) motivation for involvement; (3) process; (4) outcomes; and (5) lessons learned. Mini-cases of other business/education partnerships are also provided. The following themes are revealed: (1) the history and tradition of public/private partnership varies from city to city; (2) the economic context is an important factor in involvement; (3) although most collaborations have as a goal educational improvement, they do not all have the same objective; (4) many of the cases focus on efforts involving either students or teachers; (5) top management must be involved if the collaboration is to be effective; (6) the collaborations change over time; (7) companies prefer to do some things unilaterally and others in coalition; (8) both corporations and schools take collaboration very seriously; and (9) business realizes the need for broadly, liberally educated employees, and participatory management and leadership. Appendices present information on the impact of school/business partnerships in small urban and rural districts, and the Committee for Economic Development survey results. Also included are an annotated bibliography, information about the contributors, and an index. (BJV)

ED 293 965 UD 026 153

Rowan, Brian; And Others
The Design and Implementation of Chapter 1 Instructional Services: A Study of 24 Schools.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 136p.
CONTRACT- 400-85-1015
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; Curriculum Development; Elementary Secondary Education; Federal Aid; *Federal Programs; Mathematics Instruction; Program Administration; Program Budgeting; Program Design; *Program Effectiveness; *Program Implementation; Reading Instruction; Urban Education
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Service Delivery Assessment

As one of five field studies in the National Assessment of Chapter 1, this project studied the design and operations of the Chapter 1 program at the point of service delivery. Examination of the program at 24 schools revealed the following: (1) inflationary pressure on Chapter 1 budgets affected design decisions among schools; (2) cross-site analysis does not suggest that one service delivery model was markedly better or worse than others; (3) the implementation of any one model was largely unrelated to other design features of Chapter 1 projects; (4) Chapter 1 projects were characterized by small instructional groups; (5) in general, Chapter 1 instruction constituted about 30 to 40 percent of the total time spent by students in reading or mathematics; (6) elementary school reading projects offered the most "direct" instruction to students; (7) in general, Chapter 1 projects did not focus on "higher order" tasks; (8) Chapter 1 instruction replaced same-subject instruction in the regular instructional programs rather than taking time away from other programs; (9) the relationship between lessons in the Chapter 1 programs and the regular program varied across sites; and (10) formal procedures for coordinating Chapter 1 and regular instruction were necessary but not sufficient for the development of integrated instructional programs in schools. These findings are compared to past research, and prospects for improvement of the program are offered. Data are illustrated on 13 tables. A list of references is included. (BJV)

ED 293 762 SO 018 854

AFS Orientation Handbook: Volume VI.
AFS International/Intercultural Programs, Inc., New York, N.Y.
PUB DATE- 87
NOTE- 114p.
AVAILABLE FROM- Intercultural Press, Inc., P.O. Box 768, Yarmouth, ME 04096 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cultural Awareness; Cultural Differences; *Cultural Interrelationships; Evaluation Criteria; Evaluators; Global Approach; Intercultural Communication; Intercultural Programs; *International Educational Exchange; *Leaders Guides; Multicultural Education; *Orientation; Program Effectiveness; Program Guides; Questionnaires

This manual is a resource guide for teachers and administrators and was compiled to provide direction for planning an effective orientation program. An in-depth design is given which will enable participants to derive maximum benefit from an intercultural experience. Each of the sections includes detailed instructions for the preparation of the program. One section describes the coping skills enhancement techniques that are taught to the participants. Another section concerns pre-departure counseling. Returnees are provided opportunities to talk with newly selected participants in order to alleviate apprehension. A format for group training sessions is described and a list of resources available to the trainers and the students during their stay in the host country is provided. The entire program for two orientations, one on arrival and one on departure, is presented along with case studies describing such problems as changing host families, if this becomes necessary. A post-return support system for the students and their families is also available. Evaluation material administered to each participant is included. (NL)

Kurfiss, Joanne
Writing and Thinking in Teacher Education: A Theory Based Approach.
PUB DATE- Mar 86
NOTE- 17p.; Paper presented at the Annual Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Cognitive Dissonance; *Critical Thinking; Graduate Study; Higher Education; Inquiry; Intellectual Development; *Learning Strategies; Metacognition; *Program Design; Teacher Education; *Theory Practice Relationship
IDENTIFIERS- *Reflective Teaching

This paper describes the evolution of a graduate program in education called "Cognitive Development and Teaching Strategy." The thesis of the course is that developmental theory offers insights which can help teachers create a "thinking environment" in their classrooms. Each successive version of the course exemplified a different view of the relationship between theory and practice and the most effective way to help teachers integrate these two sources of knowledge. The first version of the course is referred to as "translation" or how to translate and apply theory. The second version, which developed from a feeling that the first was inadequate, was characterized as the "disequilibrium" model, in which the instructor tried to change thinking by creating cognitive dissonance in order to stimulate critical reflection about teaching thinking. The third version, still in its developmental stage, is based on the concept of the "design studio" in which instructor and students work together as reflective practitioners. Teaching is the central focus; theory contributes to discussion in response to questions raised by the problems of practice. (JD)

ED 293 857 TM 011 415

Catterall, James S.
Standards and School Dropouts: A National Study of the Minimum Competency Test.
PUB DATE- 1 Mar 88
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Dropout Attitudes; Graduation Requirements; High Schools; *High School Students; *Minimum Competency Testing; *National Surveys; State Standards; *Student Attitudes

Minimum competency testing in American schools was examined for its effects on low-achieving high school students. Interviews with educators and results of a survey of more than 700 high school students were used. In the view of many educators, minimum competency tests were so rudimentary as to not be much of a barrier to completing school. Most of the students considered competency testing policies to be beneficial. However, those who failed such tests initially were more likely to be doubtful about their ability to earn a diploma. About half of the students believed that such testing caused some students to drop out. Statistical information is presented in 12 tables, and the National Survey of Student Experiences with Graduation Tests and the master question list for educator interviews are appended. (SLD)

ED 293 872 TM 011 458

Lippert, Renate; Finley, Fred

Students' Refinement of Knowledge during the Development of Knowledge Bases for Expert Systems.

PUB DATE- Apr 88
NOTE- 25p.; Paper presented at the National Association for Research in Science Teaching Conference (Lake of the Ozarks, MO, April 10-13, 1988). For a related document, see TM 011 459.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *College Freshmen; *Expert Systems; Higher Education; *Instructional Innovation; *Knowledge Level; *Learning Strategies; Physics; *Problem Solving
IDENTIFIERS- *Novice Knowledge Engineering

The refinement of the cognitive knowledge base was studied through exploration of the transition from novice to expert and the use of an instructional strategy called novice knowledge engineering. Six college freshmen, who were enrolled in an honors physics course, used an expert system to create questions, decisions, rules, and explanations pertaining to classical projectile motion. Construction of the knowledge base (CKB) was traced through a post-test. The progress of a particular male student, who was a confident and fluent problem solver, illustrated the progression. Integration and differentiation affected only a portion of this student's cognitive knowledge base. CKB was a practical application of new technology and research findings. The CKB process aids refinement of domain-specific knowledge due to greater degress of elaboration during encoding and greater quantity of material processed in an explicit, coherent context, and therefore in greater semantic depth. (SLD)

ED 293 747 SO 018 661

Quality Art Education: Goals for Schools. An Interpretation.
National Art Education Association, Reston, Va.
PUB DATE- 86
NOTE- 40p.
AVAILABLE FROM- National Art Education Association, 1916 Association Drive, Reston, VA 22091 ($2.00).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Art Education; Art Teachers; *Educational Objectives; *Educational Quality; Elementary Secondary Education; Guidelines; Higher Education; *Objectives; Standards; Visual Arts
IDENTIFIERS- *Interpreting; *Quality Indicators

The National Art Education Association (NAEA) has established five specific goals in order to achieve quality art education for all students. This document describes: (1) a definition of quality art education; (2) outcomes of quality art education; and (3) reasons for the NAEA goals. Each goal is identified and interpreted, and reasons for its importance are presented. Goal 1 states that all elementary and secondary level students should complete a sequential program of art instruction that is taught by certified teachers and that integrates art production, aesthetics, criticism, and history. Goal 2 proposes that every student be required to complete one year of high school credit in fine arts, while goal 3 recommends that, for college or university admission, a student should be required to complete one year of credit in visual art. Goal 4 states that, for college or university graduation, a student be required to complete one fine arts course, and goal 5 proposes that every state and local school system appoint a supervisor or administrator to coordinate and direct a visual arts program. (JHP)

ED 293 792 SP 030 007

Slate, John R.; Charlesworth, John R., Jr.
Information Processing Theory: Classroom Applications.
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Advance Organizers; Attention Span; *Cognitive Processes; Cognitive Psychology; Elementary Secondary Education; *Instructional Improvement; *Learning Strategies; *Learning Theories; Memory; *Teaching Methods

The information processing model, a theoretical framework of how humans think, reason, and learn, views human cognitive functioning as analogous to the operation of a computer. This paper uses the increased understanding of the information processing model to provide teachers with suggestions for improving the teaching-learning process. Major theoretical concepts in cognitive psychology are explained and specific ways to utilize each concept are delineated. These concepts are (1) attention; (2) active learning; (3) meaningfulness; (4) organization; (5) advance organizers; (6) memory aids; (7) overlearning; and (8) automaticity. A number of suggestions are provided as to how teachers can incorporate more of the new knowledge gained from the information processing theory into their classrooms. In addition, the model provides a strong theoretical rationale supporting many traditional teaching techniques. (JD)

ED 293 827 SP 030 164

Fenton, Ray J.

The Effects of Training in Small Group Instruction.

PUB DATE- Feb 88
NOTE- 43p.; Paper prepared for the Convention of the Western Speech Communication Association (San Diego, CA, February 19-23, 1988).
AVAILABLE FROM- Assessment and Evaluation Dept., Anchorage School District, 4600 DeBarr Road, Anchorage, AK 99519.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Feedback; *Individualized Instruction; Inservice Teacher Education; Instructional Effectiveness; *Instructional Improvement; *Small Group Instruction; *Teaching Methods
IDENTIFIERS- *Cooperative Learning

This paper reviews the results of training more than 2,000 teachers in a small group instructional method, cooperative learning. Comparisons were made between teachers with more than 15 hours of training, and teachers with fewer hours of training. It was found that teachers who had more formal training were more likely to use small group instructional methods in a variety of subject areas. They were also more likely to force students to share materials, to divide materials so that students would have to work as a group, and provide feedback on group processes and cooperation. Students of teachers with more training also reported that cooperative learning groups were used in more areas of instruction and that small group learning took place more frequently in their classes. Notable differences were reported in students' experiences and attitudes when they were considered in terms of the training of their teachers, their level of achievement, the number of weekly small group lessons they received, and their feelings about the quality of their academic work. Students of both more and less trained teachers made small academic gains. However, students of teachers with less than 15 hours of training made a 60 percent greater gain than those who were in the classes of more trained teachers. Lower achievers made the most academic gains from small group instruction and made more gains when there was more small group instruction. (JD)

ED 293 843 TM 011 198

Gabriel, Roy M.; Estes, Gary D.

An Evaluation of the Effectiveness of the Prescriptive Reading Inventory Reading System in Seattle Public Schools, 1983-84.

Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.

PUB DATE- Nov 85
NOTE- 146p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Competency Based Education; *Curriculum Evaluation; *Educational Assessment; Elementary Education; *Language Arts; Mastery Tests; Program Evaluation; *Reading Achievement; Reading Instruction; Reading Materials; Reading Programs; Reading Tests
IDENTIFIERS- California Achievement Tests; *Prescriptive Reading Inventory; *Seattle Public Schools WA

The adoption by Seattle (Washington) Public Schools of the Prescriptive Reading Inventory Reading System (PRI-RS) was a decision driven by the district's commitment to effective schooling. The PRI-RS is a criterion referenced approach to the instruction and assessment of reading skills, and it consists of five levels, A through E, coordinated with grade levels. The evaluation reported here consists of three major activities: (1) a statistical analysis of a district-wide data base, including demographic PRI use, and achievement data on more than 31,000 students; (2) structured interviews with principals and teachers in six schools in the district; and (3) an analysis of curricular match among PRI, California Achievement Test (CAT), and school reading curricula. Results indicate that: (1) the use of the PRI was highest for the early grades and significantly lower in Grades 7 and 8; (2) the average student in Grades 1-6 took five to six mastery tests before Spring CAT testing; (3) the frequency of PRI use was not a significant determinant of reading or language arts achievement gains; (4) quality PRI use was associated with achievement gains in reading or language arts; (5) PRI instructional materials contain many good items, but require extra work to implement; (6) effective classroom management strategies are critical in using the system well; and (7) the TRACER reporting system is burdensome and error-filled. (TJH)

ED 293 858 TM 011 419

Erffmeyer, Elizabeth S.; Martray, Carl R.
A Goal-Setting Process for Evaluating Teacher Professional Growth and Development and Professional Leadership.
PUB DATE- Apr 88
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). The appendix uses small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Evaluation Methods; *Goal Orientation; *Leadership; Objectives; Pilot Projects; *Professional Development; Psychometrics; *Public School Teachers; *Teacher Evaluation
IDENTIFIERS- *Goal Setting; Kentucky Career Ladder Plan

As part of the Kentucky Career Ladder Project, a goal setting process and instrumentation were developed, implemented, and evaluated. Focus was on evaluating 337 Step-Three public school teachers in Kentucky in the two domains of professional growth/development (PGD) and professional leadership/initiative (PLI), using this standardized goal-setting procedure. Appropriate goals and activities were identified and validated with psychometric item selection and rating techniques. Instrument development was through a modified behaviorally anchored rating scale. The project methodology included: (1) literature review; (2) development of goals; (3) content validation of goal statements; (4) development of goal attainment activities; (5) content validation for activities; (6) weighting of goals and activities; (7) process and instrument design; (8) pre-pilot testing; (9) refinement; and (10) statewide pilot. The evaluation data suggested that the instrumentation and process were sound. Goals for PGD and PLI and errors in implementation of the goal setting process are presented; the goal setting instrument is appended. (SLD)

ED 293 886 TM 011 482

Catterall, James S.

Toward Researching the Connections between Tests Required for High School Graduation and the Inclination To Drop Out of School. Project: Effects of Testing Reforms and Standards.

California Univ., Los Angeles. Center for the Study of Evaluation.; Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 87
NOTE- 31p.
GRANT- G008690003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dropout Research; *Dropouts; *Graduation Requirements; High Schools; *High School Students; Literature Reviews; *Minimum Competency Testing; Minority Groups; Student Attrition; Test Bias

Reported research and analysis concerning competency tests required for high school graduation and concerning dropping out of school point to ambiguous hypotheses about the effects of graduation tests on early school leaving. A review of the literature indicates the existence of data on the process nature of dropping out, the centrality of academics in dropping out, and the complexity of dropout behavior. Research efforts on the impact on student attrition rates of minimum competency tests as graduation criteria confront problems in the widespread unavailability, spotty nature, and incomparability of records kept on dropouts. Moreover, there appear to be significant differences across competency tests used for this purpose. In general, it appears that: (1) the effects of graduation tests are marginal across the general student population; (2) minorities have experienced high failure rates on initial examinations and re-tests; and (3) different testing systems are likely to have different effects on school continuation decisions. An analysis of data from 50 states illustrates the need for generally available adequate statistics describing the effects of graduation tests and standards changes on school completion behavior. (TJH)

ED 293 953 UD 026 139

Funkhouser, Janie E.; And Others
Federal Administration of Chapter 1, ECIA: Staffing and Financial Support Substudy.
Decision Resources Corp., Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Policy; Administrator Evaluation; Compensatory Education; Educational Administration; Elementary Secondary Education; *Federal Aid; Federal Programs; Financial Policy; Financial Support; *Program Budgeting; Program Development; Program Effectiveness; *Program Implementation; *Retrenchment; *Staff Development
IDENTIFIERS- Department of Education; *Education Consolidation Improvement Act Chapter 1

Examination of the United States Department of Education's administration of staff and funds for the implementation of Chapter 1 of the Education Consolidation and Improvement Act from fiscal year (FY) 1981 to FY 1986 revealed the following information: (1) the number of staff assigned to administer the Chapter 1 program declined dramatically, as did expenditures for federal salaries and expenses and personnel ceilings for the program; (2) program monitoring and federally-provided technical assistance were the two administrative functions that underwent the greatest change within the Compensatory Education Programs (CEP) office as a result of staff reductions and new approaches to program management; (3) the reductions in staff and the shifts in functions performed were heavily concentrated in the period from FY 1982 through FY 1984, a time of considerable turmoil in the CEP unit responsible for daily administration of the program; and (4) the question of whether current staff qualifications and levels are adequate is highly dependent on what is encompassed in the term "administration of the program." Data are presented in 13 figures. A brief list of references is included. Appendices provide additional data, define the terms used in the budgetary process, and present the justification for the Office of Elementary and Secondary

Education's salaries and expenses request for FY 1987 presented to Congress. (BJV)

ED 293 763 SO 019 005

America's Conscience: The Constitution in Our Daily Life. An Educational Program on the Constitutional Guarantees Provided to Every American.

B'nai B'rith, New York, N.Y. Anti-Defamation League.

REPORT NO.- ISBN-0-88464-118-X
PUB DATE- 87
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Liberties; *Civil Rights; *Constitutional Law; Court Litigation; Democracy; Freedom of Information; Freedom of Speech; Instructional Materials; *Learning Activities; Secondary Education
IDENTIFIERS- *Bill of Rights; Fourteenth Amendment; Thirteenth Amendment; *United States Constitution

Twenty activities and seven educational objectives help teachers inform students of their rights as citizens. Each objective is demonstrated through the use of one or more activities that help students experience the learning for themselves. Each activity consists of teaching procedures and student handouts. Section 1 is an examination of the Bill of Rights. Activities 1 through 3 define rights and give an overview of the Bill of Rights. Activity 4 discusses important U.S. Supreme Court decisions supporting constitutionally guaranteed rights. Religious freedom is the focus of activities 5 and 6, and activity 7 explores the rights of free speech. Activity 8 examines the balance between the public's right to know and other interests through a discussion of court cases pertaining to freedom of the press. The rights of peaceful assembly and demonstration are discussed in activity 9. Activities 10 and 11 look at the rights of the accused, emphasizing the protection against self-incrimination. Violations of human rights and the responsibilities of citizens that accompany civil rights are the focus of activities 11 and 12. The Thirteenth and Fourteenth Amendments are the subject of activities 14 through 20. A glossary is provided. (SM)

Counting for Representation: The Census and the Constitution.
Bureau of the Census (DOC), Suitland, Md.
PUB DATE- 87
NOTE- 10p.
AVAILABLE FROM- Customer Services (DUSD), Bureau of the Census, Washington, DC 20233 ($0.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Census Figures; *Constitutional Law; Federal Government; Legislators; *Population Distribution; Population Growth; Population Trends; State Government
IDENTIFIERS- *Appointment (Legislative); *Bureau of the Census

The census is even more important today than it was 200 years ago. The census is taken to provide equal representation for everyone, and results provide figures for appointment and the distribution of federal funds. The enumeration of the population was included in the U.S. Constitution in Article I, Section 2. The constitutional order to apportion representation fairly among the states has been followed since 1790 and is the origin of today's decennial census. Congress delegated the authority to conduct the census to the Department of Commerce and permitted it to further delegate this duty to the Bureau of the Census. The role of the Bureau of the Census is to carry out the census count and to unofficially calculate the apportionment. Once seats are assigned to the states, the task of drawing new districts is the responsibility of the states. In a series of decisions, beginning in 1967, the U.S. Supreme Court restored the equal population rule, and the relationship between census statistics and representation has strengthened during the last two decades. (SM)

ED 293 793 SP 030 019

Results from a Survey of Multicultural Attitudes and Competencies among Students Completing Student Teaching from the College of Education at the Ohio State University, 1985-86.

Ohio State Univ., Columbus. Coll. of Education.
PUB DATE- Jan 88
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Prepared for the Former Senate Subcommittee on Multicultural Education of the College of Education.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Beliefs; Elementary Secondary Education; Higher Education; *Minority Groups; *Multicultural Education; *Program Improvement; Self Concept; Social History; *Student Teacher Attitudes; Student Teachers; *Teacher Education Programs
IDENTIFIERS- *Ohio State University

This survey was designed to reveal the attitudes expressed on self-report attitude scales by student teachers toward minority populations and toward issues related to their education. Two multicultural opinion survey forms were distributed to all student teachers at Ohio State University in 1985-86. The first form contained 40 statements of belief which described attitudes toward minority populations and issues related to multicultural education. A second set of questions was incorporated into the second form. Responses to the surveys indicated the degree of proficiency that advanced students feel they attained relative to a set of competencies considered important for educating minority populations effectively. Further questions explored the students' ability to correctly answer a selected set of questions concerning the history of minority populations in the United States. Responses are summarized and recommendations are made for strengthening the teacher education program at Ohio State University. The appendices contain 12 data tables and explain survey procedures. (JD)

ED 293 873 TM 011 459

Lippert, Renate
Linking Recent Research in Cognitive Science and Problem Solving to Instructional Practice: New Possibilities.
PUB DATE- Apr 88
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). For a related document, see TM 011 458.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Processes; College Freshmen; *Expert Systems; Higher Education; *Instructional Innovation; Knowledge Level; Learning Strategies; Physics; *Problem Solving; Research and Development; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Novice Knowledge Engineering

The application of recent advances in the understanding of problem solving to the classroom is reviewed. Current research findings are described, and the instructional validity of these findings is illustrated by a research study of an instructional strategy called novice knowledge engineering. How various instructional strategies serve as knowledge refining agents is shown. Results with six freshmen honors students in college physics are presented. The students who constructed a knowledge base on projectile motion showed that little structuring via differentiation and integration had taken place prior to the knowledge base construction. The acquisition of problem-solving skill through the simultaneous refinement of declarative and procedural knowledge is illustrated, using examples from the best student in the sample. The process of constructing a knowledge base was a viable instructional strategy for refining knowledge while teaching domain specific problem solving. This strategy was a practical application of new research findings. (SLD)

ED 293 913 UD 025 703

Adams, Marilyn Jager
Teaching Thinking to Chapter 1 Students.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 86
NOTE- 36p.; In: Designs for Compensatory Education: Conference Proceedings and Papers (Washington, D.C., June 17-18, 1986); see UD 025 691.
CONTRACT- NIE-400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; *Cognitive Development; *Cognitive Processes; *Compensatory Education; Curriculum Development; Decision Making; *Disadvantaged; Elementary Secondary Education; Federal Programs; Individual Differences; Instructional Effectiveness; Language Processing; Problem Solving
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

This paper discusses ways that students can better be taught to think. It argues that poor/low-achieving students served by Chapter 1 of the Education Consolidation and Improvement Act of 1981 could genuinely profit from instruction on thinking and that, for maximum impact, such instruction should be introduced as a course in itself, separate from the regular curricula. The paper also discusses some of the major issues and options to consider before adopting a course on thinking skills for any students. This discussion focuses on and criticizes six useful and successful existing programs on thinking skills, and then describes a new program called "Odyssey: A Curriculum for Thinking" (M. Adams, 1986). This program, jointly developed by Bolt, Beranek and Newman, Harvard University, and the Venezuelan Ministry of Education, was conducted solely in Venezuelan "barrio" schools serving students of low economic status and minimal parental education. In the discussion of all seven programs, particular attention is paid to the distinction between macrological and micrological approaches, and to the special needs of Chapter 1 students. The paper is organized into the following sections; (1) the current status of curricula on thinking; (2) what works and why; (3) the Odyssey program, including an outline of the lessons and an evaluation; and (4) conclusions. A list of references is included. (PS)

ED 293 926   UD 025 716

Moore, Donald R.
The Relationship between Compensatory Education and Regular Education: Reactions.
PUB DATE- Dec 86
NOTE- 18p.; In: Designs for Compensatory Education: Conference Proceedings and Papers (Washington, D.C., June 17-18, 1986); see UD 025 691.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Administrative Policy; *Compensatory Education; *Coordination; *Disadvantaged; Elementary Education; Faculty Development; Federal Programs; Grouping (Instructional Purposes); *High Risk Students; Instructional Effectiveness; School Effectiveness
IDENTIFIERS- *Education Consolidation and Improvement Act 1981; *Service Quality; Special Needs Groups

The papers presented at this conference review current research on effective educational practices for low-achieving students and identify those that might be applied to programs funded under Chapter 1 of the Education Consolidation and Improvement Act of 1981. This reaction report focuses on the relationship between compensatory education and regular education in response to papers prepared for the conference by Allington and Johnston, Hallinan, and Griffin. Research by others who have analyzed aspects of these issues is also considered. Comments are based on a series of studies concerning the implementation of educational reforms affecting low income, minority, handicapped, and female children. These studies were guided by a model for understanding the educational system called the "service quality model." The model emphasizes the importance of analyzing practices at multiple levels of the educational system that affect service quality. Some key features of the model are briefly described. Next, the following issues are analyzed by drawing on the service quality model and on the specific research cited at the beginning of the paper: (1) program coordination; (2) Chapter 1 programs as within-class ability groups; (3) staff development; (4) effective schools research and compensatory education; and (5) the current status of children at risk. The paper argues that Chapter 1 has had limited impact not only because the categorical program strategy has significant shortcomings, but because any reform strategy confronts deep-seated organizational, political, and psychological dynamics that frustrate change. A list of references is appended. (PS)

ED 293 940 UD 026 123

An Imperiled Generation: Saving Urban Schools.
Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.
REPORT NO.- ISBN-0-931050-33-2
PUB DATE- 88
NOTE- 78p.
AVAILABLE FROM- Princeton University Press, 3175 Princeton Pike, Lawrenceville, NJ 08648 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Compensatory Education; Curriculum Development; Disadvantaged Youth; Dropout Rate; Early Childhood Education; *Economically Disadvantaged; *Educational Facilities Improvement; *Educational Improvement; Educational Objectives; Elementary Secondary Education; Equal Education; Family School Relationship; Federal Aid; Flexible Scheduling; Government Role; *Program Development; Program Proposals; School Community Relationship; School Size; Summer Programs; Teacher Administrator Relationship; Teacher Improvement; *Urban Education; Urban Schools
IDENTIFIERS- Empowerment; Excellence in Education; Partnerships

Without good schools, none of America's hopes can be fulfilled. Since 1983, school reform has been at the top of the national agenda; however, there is a disturbing gap between rhetoric and results. After travelling to some of the nation's largest cities and interviewing administrators and teachers, Carnegie Foundation representatives determined the following priorities for improving urban schools: (1) affirm that every student can succeed; (2) build an effective governance arrangement for urban schools that ends excessively centralized, bureaucratic control; (3) introduce at every school a comprehensive system of renewal that emphasizes preschool and early education, breaks schools into smaller units, defines curricular goals, ensures flexible scheduling, and improves facilities; and (4) create a network of support beyond the school that empowers parents, and involves community, business and government participation. A new National Urban Schools Program is proposed which would: (1) incrementally increase funding of Head Start so that all eligible children are served by the year 2000; (2) increase the appropriation for federal child nutrition programs; (3) each year increase the funding for Chapter 1 of the Education Consolidation and Improvement Act by 5 percent; (4) add to the Education Consolidation and Improvement Act a provision enabling poor parents to place their children in afternoon and summer enrichment programs; (5) make summer fellowships available for teachers; (6) make available to school districts low interest loans to improve school facilities; (7) encourage schools to introduce new curriculum or scheduling arrangements; and (8) encourage cooperation between schools and postsecondary institutions. Data are presented in six tables. (BJV)

ED 293 966 UD 026 157

Mizokawa, Donald T.; Ryckman, David B.
Attributions of Academic Success and Failure to Effort or Ability: A Comparison of Six Asian American Ethnic Groups.
PUB DATE- Apr 88
NOTE- 26p.; Paper presented at the American Educational Research Association annual meeting (New Orleans, LA, April 1988). For a related document, see UD 026 158.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Ability; *Academic Achievement; *Academic Failure; *Asian Americans; *Cross Cultural Studies; *Cultural Differences; Vietnamese People
IDENTIFIERS- Chinese People; Filipinos; Japanese People; Koreans; Southeast Asians

In some research involving Asian Americans generalizability is questionable because the group under study is composed of persons from many cultural traditions. This study looked at 2,511 4th to 11th grade American students of Asian descent all of whom were members of one of the following Asian groups: (1) Chinese; (2) Filipino; (3) Japanese; (4) Korean; (5) Vietnamese; and (6) other Southeast Asians. The Survey of Achievement Responsibility was used to assess the students' attributional choices for items concerned with academic success or failure. The choices were the following: (1) ability; (2) effort; (3) luck; and (4) ease/difficulty of task. Ethnicity and economic status differences were compared for each attribute. The Asian Americans as an aggregated group attributed academic successes and failures primarily to effort not ability, but different ethnic groups showed differing patterns of attribution. When ethnicity was paired with economic status, the combined frequency showed more attribution of success to ability in the higher economic group. The variability among Asian American groups is clear but more study is needed on variables including or in addition to culture, such as country of origin, reasons for emigrating, and generational factors in order to explain the differences. Figures and a list of references are included. (VM)

ED 293 748 SO 018 669

Iowa Developed Energy Activity Sampler: 6-12. Social Studies. Revised 1987.

Iowa State Dept. of Education, Des Moines.

SPONS. AGENCY- Iowa State Dept. of Natural Resources, Des Moines. Energy Div.
PUB DATE- 87
NOTE- 119p.; For related documents, see ED 119 115 and ED 275 525.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; *Class Activities; Concept Formation; *Conservation Education; Decision Making; Elementary Secondary Education; *Energy; *Energy Education; Learning Activities; Natural Resources; Resource Units; *Social Studies
IDENTIFIERS- *Iowa

Thirty-eight energy related classroom activities for sixth to twelfth grade are included in this document. The activities are based on the following conceptual themes: (1) energy is basic; (2) energy's usefulness is limited; (3) energy exchanges affect the environment; (4) energy conservation is essential; and (5) people can develop and share energy in the future. Major goals of these activities include developing decision-making skills and emphasizing energy conservation. The activities stress awareness, concept development, and application and are flexible to encourage student exploring, hypothesizing, and decision-making. The interdisciplinary importance of energy education, especially between social studies and science, is emphasized. Each activity sheet includes: (1) a title; (2) subject and grade level designations; (3) a description of the activity; (4) learning objectives; (5) required materials; (6) approximate time required; (7) a suggested learning cycle; (8) evaluation procedures; and (9) follow-up or background information. Pictures, maps, games, puzzles, and charts are included. (JHP)

ED 293 810 SP 030 135

Thomas, John W.; And Others

Course-Related Impediments to Effective Study Practices.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

PUB DATE- Apr 87
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Document may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Classroom Environment; *Course Content; Higher Education; Instructional Effectiveness; Learning Activities; Secondary Education; *Student Characteristics; *Study Habits

For the past two years a survey has been conducted of over 20 junior high school, high school, and college social science courses in order to describe the interrelationships among a number of factors believed to related to classroom achievement. These factors include age and grade level, academic ability, self-concept, personality, and characteristics of the learning environment. It is assumed that both student and course characteristics affect achievement in a course by means of individual and combined effects on the quality and quantity of autonomous learning that students engage in, both in and outside of class. This paper focuses on those aspects of the learning environment that appear to limit student engagement in these activities. Specific focus is on those features that appear to impede engagement in the kinds of activities that are associated with learning and achievement in courses at this level. The courses were analyzed in terms of their demands, supports, compensations, and net demands. Information was gathered regarding course characteristics, student's study activities, and indices of students' academic achievement. Findings are based on: (1) information capacity demands; (2) reading ability demands; (3) verbatum, comprehension, integration and retrieval demands; and (4) stress conditions. Indices of student academic achievement were grades earned at the end of the unit exam, and final course grades. Results of an analysis of the data are displayed in tables pertaining to each of the demand conditions. (JD)

ED 293 901 UD 025 691

Williams, Barbara I., Ed.; And Others
Designs for Compensatory Education: Conference Proceedings and Papers (Washington, DC, June 17-18, 1986).
Research and Evaluation Associates, Inc., Chapel Hill, NC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- Dec 86
NOTE- 721p.; For individual papers, see UD 025 692-717. For a related document, see UD 025 896.
CONTRACT- OERI-400-85-1023
AVAILABLE FROM- Research and Evaluation Associates, Inc., 727 Eastowne Dr., Suite 200A, Chapel Hill, NC. 27514 ($42.00).
LANGUAGE- English
EDRS Price - MF04/PC29 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; *Compensatory Education; Curriculum Development; *Educational Assessment; *Educationally Disadvantaged; Elementary Secondary Education; Eligibility; High Risk Students; *National Programs; Parent Participation; Program Effectiveness; Program Evaluation; Staff Role
IDENTIFIERS- Educational Encouragement; Education Consolidation Improvement Act Chapter 1; Intervention Education

This volume of research papers presents ideas, information, and consensus statements on compensatory education effectiveness by some of the country's leading education researchers. Section one presents a summary of proceedings of the meeting at which the researchers submitted their papers to the Conference Panel and staff of the National Assessment of Education Consolidation and Improvement Act Chapter 1. The conference agenda is also provided in this section. Remaining sections include complete papers of the contributing authors on 26 topics organized into the following five categories, each of which served as the basis for one session during the conference: (1) selecting students and services; (2) program and staffing structures; (3) curriculum and instruction; (4) parent involvement; and (5) relationship between Chapter 1 and regular school programs. The conference participants each served in one of three roles: as literature reviewers and research synthesizers; as reactors who responded to the papers written for a particular session; and as members of the Panel. The discussions among the Panel members resulted in six consensus statements relating to distribution of funds, use of funds, parent involvement, research and development, and goals of Chapter 1 services. Each paper includes a list of references. There are also tables and figures presenting data on student achievement, various compensatory programs, and participant demographics. (PS)

ED 293 779 SO 019 104

History-Social Science Framework for California Public Schools, Kindergarten through Grade Twelve.

California State Dept. of Education, Sacramento.

REPORT NO.- ISBN-0-8011-0712-1
PUB DATE- 88
NOTE- 136p.
AVAILABLE FROM- Bureau of Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Geography; *History; *History Instruction; Humanities; *Social Sciences; *Social Studies; *State Curriculum Guides; State History; Textbook Standards; United States History
IDENTIFIERS- *California

This framework, centered in the chronological study of history, proposes an integrated and correlated approach to the teaching of history and the social sciences. The framework is structured around three major goals, each comprising several curriculum strands which are to be developed from kindergarten through grade 12. The three goals are: (1) knowledge and cultural understanding; (2) democratic understanding and cultural values; and (3) skills attainment and social participation. The programs for kindergarten through the third grade are: (1) "Learning and Working Now and Long Age"; (2) "A Child's Place in Time and Space"; (3) "People Who Make a Difference"; and (4) "Continuity and Change." State history is taught in the fourth grade. Fifth graders study U.S. history from the pre-Columbian period through 1850. The sixth-grade program is developed around the ancient world to A.D. 500. The medieval and early modern world through 1789 are presented in grade 7, setting the context for the study of U.S. history from 1783 to 1914 in grade 8. The modern world from 1789 to the present is studied in grade 10. Eleventh grade provides an in-depth study of the United States from 1900 to the present. Students choose electives in grade 9 from a variety of courses. The culminating courses are principles of U.S. democracy and economics in grade 12. Criteria for evaluating instructional materials are provided. (SM)

ED 293 828 SP 030 167

Stahlhut, Richard; And Others

Coaching Student Teachers To Elicit Mentor Role Behaviors from Their Cooperating Teachers.

PUB DATE- Feb 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; Higher Education; *Interpersonal Communication; *Mentors; Preservice Teacher Education; *Student Teachers; *Teacher Behavior; Teacher Effectiveness; Teacher Student Relationship

The training of beginning teachers and the mentor protege relationship that exists between those beginners and experienced faculty is currently of much interest to teacher training institutions and K-12 schools alike. This interest is the result of some of the initial research findings that suggests a protege learns effective teaching procedures quickly and efficiently when a mentor is part of their first teaching experience. Currently there exists a modest research data base to support these observations. This study sought to extend the current knowledge base as it relates to Reciprocal Mentor Protege Relationships (RMPR) during student teaching and how these relationships are perceived by cooperating teachers and by student teachers. A questionnaire and weekly journal entries were used to judge the developmental process, benefits and growth cycle. Student teachers were given training at seminars on ways to elicit mentor role behaviors from their cooperating teachers. The results of this training were compared to results of a previous study were relationships developed naturally. Implications for teacher education are cited. (Author)

ED 293 844 TM 011 252

Kippel, Gary M.; Forehand, Garlie A.

SMRT-STEPS: School Mastery of Reading Test System To Enhance Progress of Schools. Fall 1987, Progress Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 87
NOTE- 160p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Grade 3; Grade 4; Reading Achievement; Reading Improvement; *Reading Tests; *Testing Programs; Test Reliability; Test Validity
IDENTIFIERS- New York (Brooklyn); *School Mastery of Reading Test

The School Mastery of Reading Test (SMRT) program was designed to give administrators and teachers information about reading performance and recommendations for improving the instructional program. The project includes development of a valid and reliable reading test based on the New York City curriculum in order to assess the potential linkage between school level diagnosis and prescription to enhance the progress of schools. The SMRT was administered to 1,979 third and 1,810 fourth graders in the fall of 1986 and the spring of 1987. The students were from nine Comprehensive Assessment Report (CAR) elementary schools in the three Community School Districts. Improvement in the students' scores supports the test's validity. Reliability estimates indicate that the SMRT can be reliably used. A framework for establishing SMRT performance standards is illustrated using the Metropolitan Achievement Test and the Degrees of Reading Power Test with judgments from a panel of New York City educators. Test performances are documented in numerous tables and graphs. Instructions for completing a test review and SMRT-STEPS supplemental guidelines for test review are appended. (SLD)

ED 293 859 TM 011 425

Redfield, Doris L.; Craig, James R.

Parents and Students as Stakeholders in the Teacher Evaluation Process.

PUB DATE- Apr 88
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). For a related document, see TM 011 426.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Evaluation Methods; High School Students; Interviews; *Parent Attitudes; Parent Role; Student Attitudes; *Student Evaluation of Teacher Performance; Student Role; *Teacher Evaluation
IDENTIFIERS- Kentucky Career Ladder Plan; Stakeholders

Perspectives of students and parents in their roles as stakeholders in the teacher evaluation process were determined. In conjunction with the Expected Student Achievement (ESA) project of the Kentucky Career Ladder Commission, interviews were conducted with 23 parents and 59 high school students using a modified Focus Group Interview technique. Results of the interviews were similar to those yielded by interviews with teachers and principals. Parents and students generally agreed on the need to: (1) evaluate teachers; (2) consider student achievement; (3) define achievement broadly enough to include more than academics; (4) consider multiple types of data; (5) consider individual differences; (6) consider teachers' records; and (7) provide feedback. Both parents and students recognized the need for fair teacher evaluation and adequate definition of the problem. (SLD)

Muthen, Bengt
Methods Paper: Using Item Specific Instructional Information in Achievement Molding. Research on Instructional Assessment Project: Instructionally Sensitive Psychometrics.
California Univ., Los Angeles. Center for the Study of Evaluation.; Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 87
NOTE- 31p.
GRANT- G-86-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Algebra; Evaluation Methods; Grade 8; Individual Differences; *Instructional Design; Item Analysis; Junior High Schools; Junior High School Students; *Latent Trait Theory; Learning Strategies; *Mathematics Tests; Models; Psychometrics; Test Bias
IDENTIFIERS- *Opportunity to Learn; *Second International Mathematics Study

The methodological implications of using instructional information combined with the usual test item responses are discussed as they affect the linkage of achievement measurement and instruction. Models that expand those of standard Item Response Theory (IRT) are illustrated using achievement data from the United States sample of the Second International Mathematics Study (SIMS) (4,129 eighth-grade students). In the SIMS, opportunity-to-learn (OTL) responses were obtained from teachers and students corresponding to each item. The subjects' responses concerned whether or not the required mathematics curriculum was covered during the present school year and, if not, whether it had been covered in previous years. Focus was on the means by which modeling captures the fact that the measurement relationship between the items and the latent trait may vary across student groups. This question is formulated as a problem of assessing item bias or instructional sensitivity in the items when item-specific OTL information is available. Approaches using traditional IRT methodology, the weakness of the item bias approach, a new method of assessing item bias that generalizes IRT modeling to allow for item specific variation in measurement relations across student groups with varying instructional background, and application of traditional and new methods to the SIMS data were addressed. (TJH)

ED 293 954 UD 026 140

Funkhouser, Janie E.; Moore, Mary T.
A Study of Magnet Schools and the Chapter 1 Program for Disadvantaged Students. Revised.
Decision Resources Corp., Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attendance; *Board of Education Policy; *Compensatory Education; Conflict; Economically Disadvantaged; Elementary Secondary Education; Federal Programs; *Magnet Schools; Poverty Programs; Program Evaluation; Racial Integration; Residence Requirements; *School Desegregation; School District Autonomy; *School District Reorganization; School District Spending; State School District Relationship
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

Because magnet schools restructure school and district attendance area boundaries in order to achieve racial heterogeneity, they attempt to disassemble the very unit towards which the Education Consolidation and Improvement Act Chapter 1 program targets its resources--neighborhood schools attended by poor children. A nine-district survey of the relationship between magnet schools and the Chapter 1 program revealed the following findings: (1) the definition of school attendance areas of magnet schools is not, in and of itself, a critical issue as far as school targeting is concerned; (2) survey respondents did not express concern over the effect of magnet school designs on Chapter 1 school targeting; (3) variables affecting the degree to which magnet schools alter schools' poverty concentration often operate in concert; (4) concern was more often expressed about students losing Chapter 1 instruction than about schools losing Chapter 1 status; (5) comparability requirements were not viewed as an impediment to magnet school development; (6) further study is needed to determine what interrelationships exist between desegregation efforts beyond the magnet schools component; (7) the receipt of extra services through either the Chapter 1 program or a magnet school program does not affect eligibility for the other program; and (8) resources supplied for Chapter 1 use did not appear to be used for creation of a magnet school. A list of references is included. Appendices provide the survey instruments, tabulate summary data, and profile the districts surveyed. (BJV)

ED 293 749 SO 018 672

EURYDICE European Unit Monthly Acquisitions List: Nr 70, May-June 1987.
EURYDICE Central Unit, Brussels (Belgium).
PUB DATE- Jun 87
NOTE- 33p.; Some citations appear in French, Italian, German, Portuguese, Spanish.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Policy; Foreign Countries; Reference Materials; *Resource Materials
IDENTIFIERS- *EURYDICE

This document contains bibliographies of materials collected by the Education Information Network in the European Community (EURYDICE) for the purpose of disseminating and circulating information about educational policy. The acquisition list is organized under the topics: (1) transition from school to adult and working life; (2) teaching foreign languages; (3) education of migrant workers' children; (4) higher education; (5) new information technologies; (6) educational integration for handicapped students; (7) the fight against illiteracy; (8) equal school opportunities for girls and boys; (9) the European dimension; (10) vocational training; and (11) major policy. Descriptors are provided for each entry, and locational information for each EURYDICE Information Unit is listed. (JHP)

ED 293 764 SO 019 007

Schnell, James A.
Bourgeois Liberalization: The Labeling of Unwanted American Influences by the People's Republic of China.
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change; *Chinese Culture; Cultural Awareness; Cultural Differences; *Culture Conflict; *Culture Contact; Foreign Countries; Government Publications; Social Science Research; Surveys
IDENTIFIERS- *China; China (Beijing)

This article analyzes the term bourgeois liberalization and describes how it is used by the Chinese government as a label for unwanted U.S. influences. The discussion is based on a review of literature about the Chinese government and a written survey of student opinions at Northern Jiaotong University (Beijing). The Chinese government officially defines bourgeois liberalization as "negating the socialist system in favour of capitalism." The

Chinese media consistently emphasizes that the modernization of China must be done in accordance with the four cardinal principles of: (1) maintaining the socialist position; (2) upholding the peoples' democratic dictatorship; (3) maintaining the leadership of the Chinese Communist Party; and (4) upholding Marxism-Leninism and Mao Zedong thought. A student survey indicated an increased usage of the term bourgeois liberalization. Although 57 percent of the students felt bourgeois liberalization ideals are becoming more common because of increased trade with the United States, only seven percent believed that the best way to eradicate bourgeois liberalization is to cease trade or interaction with the United States. Study of bourgeois liberalization provides an opportunity to better understand how one culture has chosen to deal with such a conflict. (Author/SM)

ED 293 794 SP 030 025

Wise, Arthur E.; And Others
Licensing Teachers: Design for a Teaching Profession.
Rand Corp., Santa Monica, Calif.
REPORT NO.- ISBN-0-8330-0835-8; Rand-R-3576-CSTP
PUB DATE- Nov 87
NOTE- 112p.
AVAILABLE FROM- The Rand Corp. Publications, P.O. Box 2138, 1700 Main St., Santa Monica, CA 90406-2138 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; Elementary Secondary Education; *Internship Programs; *Licensing Examinations (Professions); Predictive Measurement; *Professional Education; *Teacher Certification; Teacher Evaluation; *Teaching Skills; Testing

This report presents a new comprehensive design for licensing teachers. The design would require beginning teachers to complete a supervised internship as the penultimate step in the licensing process. Local school districts, operating under state guidelines, would be expected to make carefully planned internships available to all beginning teachers. Upon successful completion of the internship, the beginning teacher would be eligible to take the state-administered test of teaching skills. This test would assess the candidate's ability to analyze and respond to teaching situations. The design, adapted from study of licensing in other professions, represents a substantial departure from traditional and recent approaches to teacher licensing. It represents an effort to provide the public with a high level of assurance that novice teachers are fit to practice. (Author/JD)

ED 293 874 TM 011 460

Wakeford, Mary E.
The Incremental Predictive Validity of NTE Communication Skills and General Knowledge Tests Used for Admission to Teacher Education and Implications for Policy.
PUB DATE- Apr 88
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Admission Criteria; *College Entrance Examinations; Communication Skills; Grade Point Average; Higher Education; Knowledge Level; Predictive Measurement; *Predictive Validity; *Preservice Teacher Education; Teacher Certification
IDENTIFIERS- Admissions Testing Program; *National Teacher Examinations

The validity of the Communication Skills and General Knowledge portions of the NTE (National Teacher Examination) Core Battery as predictors of student performance was examined, including scores on the test of professional knowledge required for certification in teacher education programs. This predictive validity was compared to that of the Scholastic Aptitude Test mathematics and verbal scores and grade point averages representing the first and second halves of students' college work. A multiple regression technique was used with data from the records of 444 graduates from the University of North Carolina; data concerned the subjects' freshmen and sophomore years. Tests were not any more useful than were the grade point averages of freshman and sophomore years in predicting academic performance. The test scores did predict student performance on the test of professional knowledge. Further research is needed to determine whether such scores predict actual teaching performance. Three tables present statistical data. (SLD)

ED 293 914 UD 025 704

Brophy, Jere

Research Linking Teacher Behavior to Student Achievement: Potential Implications for Instruction of Chapter 1 Students.

PUB DATE- Dec 86
NOTE- 60p.; In: Designs for Compensatory Education: Conference Proceedings and Papers (Washington, D.C., June 17-18, 1986); see UD 025 691.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Educational Environment; Educational Quality; Educational Strategies; Elementary Secondary Education; *Instructional Design; School Effectiveness; Student School Relationship; *Teacher Behavior; *Teacher Effectiveness; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Teacher Expectations; Teaching Research

This paper reviews research on school effects and teacher effects on student achievement. In general, academic learning is influenced by the amount of time that students spend engaged in appropriate academic activities. Students learn more efficiently when their teachers instruct them actively by structuring new information and helping them relate it to what they already know, and then monitoring their performance and providing corrective feedback through recitation, drill, practice, and application activities. Schools that foster progress in academic achievement tend to be those that place a high priority on achieving and adopt high but realistic expectations, coordinated instructional efforts, and periodic assessments of progress. Elements that lead to success in the traditional whole-class instruction approach are discussed at length. Adaptations of those elements for grade level, subject matter, and student socioeconomic status/ability/affect are pointed out. Research on the following topics is also discussed: (1) conceptual change teaching; (2) teaching cognitive strategies; (3) mastery learning; (4) individualized/adaptive instruction; (5) computerized instruction; and (6) effective instruction in special education and resource room situations. An extensive list of references is included. (PS)

ED 293 927 UD 025 717

McCann, Richard A.

The Relationship between Compensatory Education and Regular Education.

PUB DATE- Dec 86
NOTE- 18p.; In: Designs for Compensatory Education: Conference Proceedings and Papers (Washington, D.C., June 17-18, 1986); see UD 025 691.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Compensatory Education; Coordination; Disadvantaged; Educational Research; Elementary Education; Federal Programs; Grouping (Instructional Purposes); Integrated Activities; Nontraditional Education; Program Design; Remedial Programs; School Effectiveness; Special Classes
IDENTIFIERS- Adaptive Instructional Models; *Education Consolidation and Improvement Act 1981; Special Needs Groups

This report reacting to three papers presented at the conference on compensatory education with special reference to Chapter 1 of the Education Consolidation and Improvement Act of 1981 focuses on a series of topics pertaining to the relationship between compensatory education and regular education. The report begins by summarizing the conclusions of the three papers. Next it explores possible relationships between compensatory education and regular education, and draws a distinction between the commonalities shared by most American schools on the one hand and "effective regular education" on the other. Then the report considers the following three approaches for relating compensatory education resources to regular education and the promise of each for creating the conditions required for all students to learn certain basic skills: (1) compensatory education as remediation; (2) compensatory education as an alternative program; and (3) compensatory education as an integral part of adaptive education. Finally, the paper comments on the various explanations offered by the conference as a whole as to why Chapter 1 has had only modest success, and considers two alternative implications for Federal leadership: an expansion of current program improvement activities; or a more far-reaching program of research, development, and dissemination, which incorporates current improvement activities, but challenges directly current beliefs and school structures. A list of references is appended. (PS)

ED 293 967 UD 026 158

Ryckman, David B.; Mizokawa, Donald T.

Causal Attributions of Academic Success and Failure: Asian Americans' and White Americans' Beliefs about Effort and Ability.

PUB DATE- Apr 88

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). For a related document, see UD 026 157.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Ability; Academic Achievement; Academic Failure; *Asian Americans; *Attribution Theory; Beliefs; *Cross Cultural Studies; *Cultural Differences; Educational Attitudes; Elementary Secondary Education; *Whites

IDENTIFIERS- Seattle Public Schools WA

In the literature on differences between Asian and White achievement in mathematics, effort, and ability have been cited as causal variables. Effort is emphasized more by the Asian students and their parents, but ability is emphasized more by Americans than by Asians. This study compared the attributional patterns of Asian Americans and White Americans and included language as well as mathematics so that a more thorough understanding of these cultural differences could be obtained. The Survey of Achievement Responsibility questionnaire was given to 1,106 White and Asian subjects in Seattle public schools. The findings strengthened the validity of previous research. While academic success or failure was attributed more to effort by both groups, the Asians as a group tended to emphasize effort more than Whites. This pattern was reversed for ability. Some attributional pattern differences were also found between content areas. Students believed that a lack of effort is more a cause of failure in language arts than in math/science. Caution must be exercised in the degree of generalizations made. A figure demonstrating the findings graphically, and a list of references are included. (VM)

ED 293 811   SP 030 136

Magrath, C. Peter; Egbert, Robert L.
Strengthening Teacher Education: The Challenges to College and University Leaders.
REPORT NO.- ISBN-1-55542-037-0
PUB DATE- 87
NOTE- 180p.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sanfome St., 5th Floor, San Francisco, CA 94104 ($21.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Needs Assessment; Preservice Teacher Education; *Professional Recognition; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Shortage

Dealing with issues that higher education leaders must confront, this book examines the causes for concern about teacher education, defines the leadership role higher education should take in teacher education, and makes specific recommendations for redesigning the training curriculum and for attracting high-quality students to it. The education experts who contributed to the book offer a combination of perspectives on assessing and improving teacher education programs. The authors discuss how college and university leaders can improve teacher education on their own campuses and offer recommendations on a variety of matters--including how to set priorities, determine need and assign resources, build campuswide support, and encourage faculty commitment to program improvement. Ways are suggested in which higher education leaders can use the power and prestige of their positions to help enhance the status of the teaching profession and create and sustain a nationwide commitment to quality public education. (JD)

ED 293 902 UD 025 692

Kennedy, Mary M.; And Others

Poverty, Achievement and the Distribution of Compensatory Education Services.

PUB DATE- Dec 86

NOTE- 13p.; In: Designs for Compensatory Education: Conference Proceedings and Papers (Washington, D.C., June 17-18, 1986); see UD 025 691. For the full report of which this paper is a summary, see ED 271 546.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Admission Criteria; *Compensatory Education; Disadvantaged Youth; Economically Disadvantaged; *Educationally Disadvantaged; Elementary Secondary Education; Eligibility; *Federal Programs; Participant Characteristics; *Poverty; Selective Admission

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

This paper presents excerpts from the introductory and summary chapters of an interim report published in January 1986, the first of three reports to be produced as part of the National Assessment of the Education Consolidation and Improvement Act of 1981 (ECIA) Chapter 1. The interim report, which is intended to provide an analytic and demographic framework from which to view the actual operations of local Chapter 1 programs, describes the background and purpose of ECIA and summarizes a wide range of information about those members of the population whom Chapter 1 is intended to benefit. The three goals of this report are the following: (1) examine all students who could be or have been called "educationally deprived"; (2) discuss impact of trends in childhood poverty on Federal aid programs; and (3) analyze program beneficiaries. A range of possible changes in Chapter 1 provisions are suggested that would alter local school and student selection practices and focus the program more specifically either on achievement or on poverty, or on both. Notes to the two excerpted chapters are included. (PS)

ED 293 941 UD 026 125

Nutrition for the Homeless. Hearing on S. 728, A Bill To Improve the Nutrition of the Homeless, and for Other Purposes; and S. 812, A Bill to Amend the Food Stamp Act of 1977 to Provide Urgent Relief to Improve the Nutrition of the Homeless...(Nutrition for Homeless Individuals Act of 1987) before the Subcommittee on Nutrition and Investigations of the Committee on Agriculture, Nutrition, and Forestry. United States Senate, One Hundredth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture, Nutrition, and Forestry.

REPORT NO.- Senate-Hrg-100-207
PUB DATE- 2 Apr 87
NOTE- 126p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Federal Aid; *Food; Government Role; Hearings; *Homeless People; Nutrition; Poverty; Poverty Programs; Program Costs; Program Development; Urban Problems; *Welfare Services
IDENTIFIERS- Congress 100th; New York (New York); *Proposed Legislation; Vermont

This document contains oral testimony by state and government officials, prepared statements, and supporting materials concerning food assistance for the homeless. The bills before the Senate would increase Temporary Emergency Food Assistance Program (TEFAP) funding by $10 million in fiscal year 1987, and $20 million in 1988. According to John W. Bode of the Department of Agriculture, only .01 percent of TEFAP recipients are homeless; the needs of the homeless are best met through the Food Distribution Program to Charitable Institutions. Veronica A. Celani of the Vermont Department of Social Welfare applauded the bill's provision for 50 percent Federal matching for outreach directed at homeless individuals, and spoke in support of the homeless legislation passed by the House of Representatives (H.R. 558) and the Senate bill. R. Susan Motley of the New York City Human Resources Administration detailed the situation of the homeless in New York City and spoke in favor of an amended version of the bill. Robert J. Fersh of the Food Action and Research Committee also supported the bill. Also included are the texts of the two proposed bills S.728 and S.812. (BJV)

ED 293 780 SO 019 124

Humanities in Michigan Schools: A Position Statement.
Michigan State Board of Education, Lansing.
PUB DATE- 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Art Education; *Citizenship Education; *Curriculum Development; *Educational Objectives; Elementary Secondary Education; History; *Humanities; Instructional Development; Literature; Music Education; *Philosophy; Position Papers; Social Studies
IDENTIFIERS- *Michigan

The purpose of this paper is to establish the position of the Michigan State Board of Education regarding the humanities through a definition and an explanation of the purposes of the humanities within the schools. The humanities are most clearly identified with philosophy, ethics, comparative religion, history and criticism of the arts. In the K-12 curriculum, the humanities are most frequently taught in the social studies, literature, foreign languages, music, and art courses. The humanities serve the most basic goals of public education by preparing students for citizenship and work environments, as well as enriching and rewarding their personal lives. The humanities can free each individual to pursue in a reflective and responsible way his or her individual vision. (SM)

ED 293 829 SP 030 171

Ansah, S. L.
Recruiting Black Teachers: An Agenda for Black Colleges and Universities.
PUB DATE- Mar 88
NOTE- 14p.; Paper presented at the Division G, Southeastern Regional Conference of the American Educational Research Association (Nashville, TN, March 3-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Colleges; *Black Teachers; *College School Cooperation; Elementary Secondary Education; *Faculty Development; Higher Education; Public Schools; Socioeconomic Influences; Standardized Tests; *Teacher Recruitment; Teacher Shortage; *Test Wiseness

This paper, using available statistics, has sought to emphasize the declining number of black teachers in U.S. public school system, even though the enrollment is becoming predominantly black. The paper places the responsibility of arresting this downward trend on the predominantly black colleges and universities, and suggests three strategies to deal with the problem. These strategies include improving faculty teaching methods through professional development programs, teaching students to be test-wise, and establishing coalitions of partnerships with area schools and junior colleges. (JD)

ED 293 845 TM 011 255

Goddard, Del
Teacher Appraisal Symposium. Section 1: Issues for Policy Makers at the National and Local Authority Levels. Paper 1: Issues from the Perspective of a L.E.A. Adviser.

PUB DATE- Sep 87
NOTE- 8p.; Paper presented to the Annual Conference of the British Educational Research Association (Manchester, England, September 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Policy; Educational Philosophy; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; *Teacher Evaluation; Teacher Improvement; Theory Practice Relationship
IDENTIFIERS- *United Kingdom

Issues for policymakers at the national and local authority levels concerning teacher appraisal are discussed, from the perspective of a local educational agency advisor in London, England. Teacher appraisal is one of the ways in which the plurality characterizing the English and Welsh education systems is being replaced by a national system. At the present, there is a trend toward a control model. The question that remains is the extent to which principles behind the curriculum can differ from the teaching profession's own system of improvement. The model chosen for appraisal will shape the training required for the appraiser. The training model chosen must be consistent with the philosophy of the education system overall. Structure and practices of new appraisal programs should be determined locally rather than nationally. (SLD)

ED 293 860 TM 011 426

Redfield, Doris L.
Expected Student Achievement and the Evaluation of Teaching.

SPONS. AGENCY- Kentucky Career Ladder Commission.
PUB DATE- Apr 88
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). For a related document, see TM 011 425.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; Elementary Secondary Education; Evaluation Methods; Goal Orientation; *Objectives; *Student Improvement; *Teacher Evaluation; Teacher Improvement
IDENTIFIERS- *Goal Setting; Kentucky Career Ladder Plan

The development of processes for considering student achievement data in the evaluation of teaching is discussed. As an alternative to the inappropriate and indefensible use of standardized test scores, the project on Expected Student Achievement (ESA) of the Kentucky Career Ladder Commission considered a management by objectives, or goal setting approach. In September 1986, 26 teachers from kindergarten through grade 12 were selected to participate in the ESA project. Goals were drafted and modified by project participants. It was proposed that participating teachers would select from four to eight goals for documentation. Near the end of the school year, each teacher met with the principal to reach agreement on the degree to which each set of Student Achievement Outcome goals had been met. Experiences of the project indicate the possibility of developing an effective and equitable system of teacher evaluation along these lines. The Goal Assessment/Documentation Forms are appended, which guided the work of the teachers, three principals, and two instructional supervisors involved in the study. (SLD)

Muthen, Bengt
Some Uses of Structural Equation Modeling in Validity Studies: Extending IRT to External Variables Using SIMS Results. Research on Instructional Assessment: Instructionally Relevant Psychometrics.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 38p.; Paper presented at the Educational Testing Service Conference (May 28-29, 1986).
GRANT- OERI-G-86-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Algebra; *Computer Simulation; Grade 8; Item Analysis; Junior High Schools; *Latent Trait Theory; Mathematical Models; *Mathematics Tests; *Test Validity
IDENTIFIERS- *Dichotomous Variables; LISREL Computer Program; *Second International Mathematics Study

The use of new extension of standard Item Response Theory (IRT) modeling of dichotomous items to include external variables is proposed. External variables may appear both as categorical grouping variables and as continuous variables; this requires the formulation of a model for the relationships between the external variables and the response items. The methodology is illustrated in the context of educational achievement test data from the Second International Mathematics Study (SIMS). Students' responses to algebra items administered at the end of the eighth grade are related to external variables in the form of background variables measured at the beginning of the eighth grade. The resulting structural model--multiple indicators and multiple causes--(MIMIC) addresses the estimation of IRT item measurement parameters, assessment of the strengths of hypothesized antecedents to the student's latent trait level, detection of item bias (differential item performance), and testing and relaxation of IRT requirements of unidimensionality and conditional independence. The model also encompasses the LISREL formulation of K. G. Joreskog. With the SIMS data, the model proved useful particularly where there was an interest in post-test responses and where pre-test data were available. (TJH)

Mason, Andrew
HOMES: A Household Model for Economic and Social Studies. Reference Guide for Household Projections. Version 1.0. Papers of the East-West Population Institute, #106.
Hawaii Univ., Honolulu. East-West Center.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
REPORT NO.- ISBN-0-86638-102-3
PUB DATE- Aug 87
NOTE- 125p.
CONTRACT- DPE-3000-A-00-3069-00; DSPE-C-002
AVAILABLE FROM- East-West Population Institute, East-West Center, 1777 East-West Road, Honolulu, HI 96848 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; *Computer Software; Demography; *Economics; *Family (Sociological Unit); Higher Education; *Models; *Prediction; *Social Studies
IDENTIFIERS- Indonesia; Korea; Malaysia; Philippines; Taiwan; Thailand

This book contains a reference guide for the use of HOMES, a demographic model and computer program developed to project the number and demographic characteristics of households. Through application of this computer program to standard population projectors, users can retrieve data on: (1) number of households; (2) age and sex of household heads; (3) households with single heads; (4) one-person households; (5) average household size; (6) number of children and grandchildren; and (7) number of parents. To familiarize the user with the range of information available from HOMES, a summary of its application to the Republic of Korea is provided. A technical description of the principles that underlie the model is reported and illustrated using census and survey data from Thailand, Indonesia, the Philippines, Taiwan, Malaysia, and Korea. Computer specifications for HOMES, sample output, and procedures for running this program on a mainframe computer are provided. Appendices contain household head rates by household type and age of household head for these Asian countries from 1970-80 and summaries of HOMES programs. Tables, graphs, exhibits, and a 16 item bibliography are included. (Author/JHP)

ED 293 795 SP 030 051

Perry-Sheldon, Barbara; Wood, Dolores
Problems in Higher Education--Implications for Teacher Education.
PUB DATE- Feb 88
NOTE- 14p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (San Diego, CA, February 13-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Admission; College Bound Students; College Curriculum; College Faculty; College Governing Councils; Higher Education; Outcomes of Education; *Program Effectiveness; *Quality of Life; *Student College Relationship; Teacher Education Programs; *Teacher Student Relationship; Teaching Conditions; *Undergraduate Students

A recent Carnegie Foundation Report, "College: The Undergraduate Experience in America" reviewed baccalaureate programs through an analysis of eight tension points. This paper reviews these eight points and discusses their implications for teacher education which is intricately tied to undergraduate education. Those issues that affect colleges in general will have an impact on teacher education programs. Each tension point is summarized and thoughts on the impact on teacher education are offered. The following eight tension points are considered: (1) the transition from high school to college; (2) college goals and curriculum; (3) teaching priorities of the faculty; (4) conditions of teaching and learning; (5) the quality of campus life; (6) governing of the college; (7) assessing the success of college programs; and (8) connection between campus and the world. (JD)

ED 293 875 TM 011 461

Vansickle, Timothy R.; Kapes, Jerome T.
Equivalence of Computer-Based and Paper-Pencil Administrations of the Strong-Campbell Interest Inventory.
PUB DATE- Apr 88
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Students; Comparative Analysis; *Computer Assisted Testing; Computer Uses in Education; Higher Education; Test Construction; *Test Format; Testing; Test Reliability
IDENTIFIERS- *Paper and Pencil Tests; *Strong Campbell Interest Inventory

First-, second-, and third-year students enrolled in an introductory educational psychology class at Texas A&M University in College Station were administered either a pencil-and-paper or computerized version of the Strong-Campbell Interest Inventory. The same or other version of the test was administered after 2 weeks. Focus is on equivalence of modality of test administration. Data were available for 75 students from four test conditions. With statistical significance as the standard, the results indicate that the two forms of the test are equivalent because reliabilities among the four student groups were similar, as were means and standard deviations. Very slight differences favored the computer-based test, with slightly higher reliability, a smaller standard deviation, and smaller difference scores, possibly resulting from the appearance of only one item on the monitor at a time. If these findings can be replicated, users of the computer-based instruments will benefit form increased reliability while maintaining confidence in established norms and validity. Three tables providing statistical data are appended. (SLD)

ED 293 915 UD 025 705

Wilkinson, Louise Cherry
Grouping Low-Achieving Students for Instruction.
PUB DATE- Dec 86
NOTE- 27p.; In: Designs for Compensatory Education: Conference Proceedings and Papers (Washington, D.C., June 17-18, 1986); see UD 025 691.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Compensatory Education; Federal Programs; *Grouping (Instructional Purposes); *Heterogeneous Grouping; *Homogeneous Grouping; Individual Needs; Instructional Effectiveness; Instructional Program Divisions; Interaction; Low Achievement; Outcomes of Education; *Student Placement
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Group Selection; Group Size

This paper provides an overview of research and theory on within-class grouping for instruction, including how groups are formed and managed, how students interact in groups, and how grouping affects students' achievement, with particular concern for low-achieving students served by Chapter 1 of the Education Consolidation and Improvements Act of 1981. After reviewing the traditional theoretical approaches to the study of grouping in classrooms, the paper introduces a model that serves as a framework for integrating research on grouping, followed by a review of the major findings and issues in this literature. Finally, the following implications of the research for educating Chapter 1 students are given: (1) When assigning instruction groups, teachers must especially consider individual students' needs and characteristics. (2) Teachers should not be reluctant to reassign students to groups or alter the groups. (3) Homogeneous ability grouping is detrimental to learning of students assigned to low groups. (4) Heterogeneous ability, all-student groups and some variants to cooperative learning may be effective for both low- and high-achieving students. (5) Teachers should be knowledgeable about the variety of grouping practices and be able to use them. (6) Students should learn how to interact effectively in small groups. And, (7) instruction and assistance should be appropriate to the students' level and skills. An extensive list of references is appended. (PS)

ED 293 955 UD 026 141

Myers, David E.
The Relationship between School Poverty Concentration and Students' Reading and Math Achievement and Learning. Revised.
Decision Resources Corp., Washington, DC.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 7 Aug 86
NOTE- 55p.
CONTRACT- 400-85-1008
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Compensatory Education; Disadvantaged Environment; Economically Disadvantaged; Educationally Disadvantaged; *Elementary School Students; Elementary Secondary Education; *High School Students; Institutional Characteristics; Mathematics Achievement; *Poverty; Racial Composition; Reading Achievement; School Demography; *Student Characteristics

The characteristics of schools defined as having low, medium, and high poverty concentration are examined. The following variables are examined for elementary schools: (1) school climate; (2) compensatory education related characteristics; (3) demographic characteristics; (4) student mobility; and (5) reading and math achievement. The following variables are examined for high schools: (1) school climate, specifically school misbehavior; (2) participation in Title I; (3) demographic characteristics; (4) reading and math achievement; and (5) dropout rates. Students enrolled in elementary and high schools with high concentrations of poverty are more likely to be Black or Hispanic, speak a language other than English, and have low achievement. The principals of these schools are more likely to report that student behavior is problematic than principals in low concentration of poverty schools. Students in high poverty concentration schools generally have lower achievement than those in low concentration schools even after taking into account student and family characteristics. However, achievement appears to increase at the same rate in both types of schools. Other than for students in the early grades, attending a school with a high concentration of poverty will not necessarily put a student further behind in achievement than his or her peers in low concentration schools; however, students in high concentration schools will continue to fall behind their peers in schools with relatively few students living in poverty. Data are presented on 14 tables and figures. A list of references is provided. (BJV)

ED 293 968 UD 026 159

Gastright, Joseph F.; Ahmad, Zulfi
Dropout Causes and Characteristics: Do Local Findings Confirm National Data?
Cincinnati Public Schools, Ohio.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Apr 88
NOTE- 133p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Demography; Discipline Problems; *Dropout Characteristics; *Dropout Research; High Risk Students; *National Surveys; Poverty; *School Districts; Secondary Education; Student Experience

Many school systems find that information routinely collected about dropouts on the national level is not useful for describing or studying the nature of their dropout problem. This report presents comparisons of local dropout characteristics with results from national studies. A profile of dropout characteristics was obtained from a large urban district. The profile was accurate in that it was used successfully to identify much of the dropout population from the records of former students. The following factors were important in developing the profile: (1) time of dropping out; (2) effect of failure and overagedness; (3) academic performance; (4) discipline problems; (5) problems with work; (6) poverty and home conditions; and (7) self-reported causes. When comparisons were made between the self-reported causes of local dropouts and those in a national sample no one cause or cluster of causes was found to be statistically significant. This suggests that dropout problems are not simple and generic but complex and highly particular. Intervention programs must be designed to serve at-risk students with specific combinations of problems. The research instruments, a bibliography, and data tables are included. (VM)

ED 293 765 SO 019 051

Gough, Jim; Butterworth, Judith
An Introduction to Teaching in Philosophy.
Waterloo Univ. (Ontario). Teaching Resource Office.
REPORT NO.- ISBN-0-88898-064-7
PUB DATE- 85
NOTE- 126p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistants (TA) Training.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Graduate Students; Higher Education; Humanities; *Philosophy; Teacher Education; Teacher Effectiveness; *Teaching Assistants
IDENTIFIERS- *Teaching Assistant Training Project

This book addresses the special set of communication and teaching tasks/problems faced by teaching assistants and lecturers in philosophy. Each of the eight chapters begins with an outline of the chapter's content. Chapter 1 reviews the unique problems faced by the graduate student who is both a student and a teacher. Chapter 2 discusses the various roles played by teaching assistants and the accompanying responsibilities. Chapter 3 outlines methods of becoming an effective discussion group leader, and practical suggestions for lecturing are found in chapter 4. Fair evaluation of student performance is the subject of chapter 5. Problems associated with teaching an introductory logic course which contains a large number of students enrolled is dealt with in chapter 6. The grading, tutoring, and operating of correspondence courses is the focus of chapter 7. Chapter 8 concerns problems that the teaching assistant is likely to face in his/her career, such as plagiarism and cheating. The concluding section provides resources for further reading, and Riegle's Question Classification system is appended. (SM)

ED 293 812 SP 030 140

Vickery, Tom Rusk
Evaluating a Mastery Learning High School.
PUB DATE- 87
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). For related documents, see SP 030 141-142.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Aspiration; College Bound Students; Comparative Analysis; *High School Graduates; High Schools; *Institutional Evaluation; *Instructional Effectiveness; *Mastery Learning; Outcomes of Education; Student Attitudes; Teaching Methods

This paper compares the educational outcomes and student aspirations of graduates from three typical upper middle class high schools and an atypical lower middle class high school that used Mastery Learning to guide the delivery of instruction. The Johnson City School District (JCSD) in New York has used this form of instruction through the first 12 years of school. The graduates of Johnson City High School have been taught over the course of their schooling that mastery was a function of time and effort, not normally distributed aptitude, and that whatever opportunities there are in the school and afterwards are open to as many students as possible. There will be variability in achievement, but it cannot be easily explained on the basis of race or social class. A comparison of data describing the graduates of the four school districts showed that JCSD's high school does not graduate cohorts of students that mirror the graduating classes of the three more affluent districts, but there are definite and encouraging trends which indicate that JCSD graduates have higher achievement and aspirations. (JD)

ED 293 928 UD 025 896

Schwartz, Wendy

Designs for Compensatory Education: A Brief Review of Conference Papers and Recommendations.

ERIC Clearinghouse on Urban Education, New York, N.Y.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ERIC/CUE-IB-17
PUB DATE- Sep 87
NOTE- 6p.; For full conference proceedings, see UD 025 691.
CONTRACT- 400-86-0015
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (single copy free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Collected Works - Serials (022)
DESCRIPTORS- Admission Criteria; *Compensatory Education; Elementary Secondary Education; Enrichment; Family Involvement; Federal Programs; Parent Role; *Program Implementation; School Personnel; *Services
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

Conference papers and recommendations on the implementation of Chapter 1 services are reviewed. Four issues of concern emerged from the research papers. These issues were reviewed by a panel of experts, and a set of recommendations was developed for more effective and prudent application of Chapter 1 principles and funding. These recommendations are the following: (1) funds should be concentrated in schools in neighborhoods with high percentages of children living in poverty, and funds should not be cut off from these schools when achievement increases; (2) the allocation of funds should be school-based in high poverty areas; (3) families should be involved in activities that enhance the educational capacity of the home and reduce home-school dissonances; (4) Chapter 1 funds should be set aside to support projects which evaluate and add to the knowledge of educational disadvantagement; (5) schools should be allowed to use Chapter 1 funds for training, technical assistance, and capacity building; (6) Chapter 1 services should enrich students' understanding of school subjects, rather than providing only remediation of basic skills. A list of the papers and the panel members is included. (VM)

ED 293 781 SO 019 125

Bahree, Patricia
Asia in the European Classroom: The CDCC's Teachers Bursaries Scheme.
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT(85)79
PUB DATE- Feb 86

NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Asian Studies; Cultural Awareness; Educational Development; Educational Methods; Foreign Countries; *Global Approach; Instructional Innovation; Interdisciplinary Approach; *International Education; Learning Activities; Learning Resources Centers; Multicultural Education; Secondary Education
IDENTIFIERS- *Asia; *Europe; Multidisciplinary Education

Asia now claims more than half of the world's population and economically presents a challenge to the former western domination of the world's markets. With these changes, education for international understanding is essential. How can the classroom become the site for effective and balanced instruction about Asia? This document presents numerous classroom approaches for teaching about Asia in a non-fragmented way. A multidisciplinary approach is suggested, employing art, history, current events, music, literature, religion, foods, and using the school as a cultural broker, rather than simply introducing courses labeled Asian history. Teaching students to question and challenge stereotypes, and to evaluate and compare Asian systems against their own will lead to global understanding and a lessening of racism. Sections on teaching materials, learning resources, and how to incorporate teaching about Asia in the existing curriculum are included. (NL)

ED 293 830 SP 030 172

Wynn, Majorie J.
Transfer of Training to the Classroom by Student Teachers: Effects of an Experimental Model.
PUB DATE- 5 Apr 88
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; Individual Development; Peer Teaching; Self Determination; *Student Teachers; Teacher Workshops; *Teaching Skills; *Transfer of Training
IDENTIFIERS- *Wynn Experimental Model of Student Teacher Seminar

The purpose of this study was to determine whether student teachers participating in an experimental seminar, which included peer coaching based on self-identified, instructor-, and peer-determined instructional needs, would demonstrate greater instructional skill transfer to the elementary classroom than would student teachers participating in a traditional seminar which was based on instructor-predetermined instructional needs. The experimental group participated in seminar sessions which were based on the Wynn Experimental Model. The model, which was developed and implemented during the study, was designed to meet each intern's immediate and personal instructional needs. The model contained the following components: (1) self-identified teaching concerns; (2) peer coaching; (3) self-analysis; (4) goal setting; and (5) reflection. Two conclusions were drawn from this study: (1) student teachers need assistance in the transfer of instructional skills from the academic environment to the classroom; and (2) the Wynne Experimental Model is more effective in facilitating transfer of effective teaching behaviors to the classroom than is the traditional seminar. (JD)

ED 293 846 TM 011 265

Caramelli, Nicoletta
The "Schema" Concept: Bartlett Till Now. No. 21.

Lund Univ. (Sweden). Cognitive Science Research.
PUB DATE- 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Ecology; Foreign Countries; *Schemata (Cognition)
IDENTIFIERS- *Bartlett (F C); Cognitive Research; *Schematic Concept Formation

In 1932, F. C. Bartlett first used the concept of "schema" borrowing it from Head, to suggest a unitary structure whose elements interacted in a complex way. This structure, which aimed to insure the continuity of the cognizing organism, was at the same time the expression of the functional principle responsible for the mutual interdependence among an organism, a human being, and the environment. Current research on cognitive processes frequently refers to the concept of "schema", but interprets it as a formal structure that can be defined by its content and reduced to its several elements. The "schema" concept, as held by Bartlett, underwent a radical change as a result of R. C. Oldfield's transposition of the original definition into the human information processing conceptual frame. U. Neisser and R. A. Schmidt interpreted the concept of "schema" so that it acquired a rule-like character as well as an anticipatory function. Only within the ecologically oriented interpretation of the cognitive processes does a true reappraisal of the meaning of "schema" as originally forwarded by Bartlett surface. The theoretical flavor of Bartlett's research exists in the ecological approach to the study of cognition. (TJH)

ED 293 861 TM 011 428

Klauer, Karl Josef

Teaching for Learning-To-Learn: A Critical Appraisal with Some Proposals.

PUB DATE- Apr 88
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Processes; *Educational Research; Educational Strategies; Learning Experience; Learning Motivation; *Learning Strategies; *Teaching Methods

Research on learning-to-learn and some proposals made concerning its teaching are reviewed. Focus is on what needs to be achieved to show that learning-to-learn has occurred. Actual achievement is part of the answer, but the measurement of learning ability must occur independently of the assessment of prior knowledge. Intellectual capacities and situational and motivational factors have a bearing on learning-to-learn, but most research has focused on learning strategies. Differing methods proposed for the teaching of learning strategies are reviewed. Special curricula for learning-to-learn cannot generally be recommended, but may be useful for certain learners. It is usually considered necessary to instruct students to regulate and control their own learning processes in order to reach autodidactic learning. Only recently has the question of learning-to-learn begun to receive research attention. A 10-page list of references and two flowcharts are presented. (SLD)

ED 293 903 UD 025 693

Peterson, Penelope L.
Selecting Students and Services for Compensatory Education: Lessons From Aptitude-Treatment Interaction Research.
PUB DATE- Dec 86
NOTE- 49p.; In: Designs for Compensatory Education: Conference Proceedings and Papers (Washington, D.C., June 17-18, 1986); see UD 025 691.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; Academic Achievement; Academic Aptitude; *Admission Criteria; *Aptitude Treatment Interaction; Cognitive Style; *Compensatory Education; *Educationally Disadvantaged; Elementary Secondary Education; Eligibility; Federal Programs; Participant Characteristics; Selective Admission
IDENTIFIERS- Cognitive Aptitude; Education Consolidation Improvement Act Chapter 1
Using recent theory and research on individual differences, learning, and instruction, this paper attempts to answer the following two questions: What criteria should be used to select students to receive services under Chapter 1 of the Education Consolidation and Improvement Act (1981) and what kinds of chapter 1 services should be provided to meet the needs of individual children? The paper begins with a brief overview of the aptitude-treatment interaction approach. Next it cites findings from a comprehensive evaluation of compensatory education. The paper then considers the following five issues related to the delivery of instructional services in Chapter 1 programs: (1) fragmentation vs. integration of what is to be learned; (2) time as a variable; (3) the provision of "direct instruction"; (4) compensatory education for "aptitude processes"; and (5) instructional grouping decisions. The paper concludes that the most educationally and psychologically relevant criterion for selection of Chapter 1 students is educational achievement. Two additional problems associated with selection of students--labeling and misclassification--are discussed and several recommendations are made. The primary recommendation is that the selection of students and services for Chapter 1 be conceptualized within an aptitude-treatment interaction framework. An extensive list of references is included. (PS)

ED 293 942 UD 026 126

Coleman, James S.
Social Capital in the Development of Human Capital: The Ambiguous Position of Private Schools.
PUB DATE- 25 Feb 88
NOTE- 20p.; Paper presented at the Annual Conference of the National Association of Independent Schools (New York, NY, February 15-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Catholic Schools; Cross Cultural Studies; Dropout Rate; Elementary Secondary Education; *Family Characteristics; *Family School Relationship; *Human Capital; Investment; Parent Associations; *Parent Participation; Parent Role; *Parent Student Relationship; *Private Schools; Public Schools; School Activities; School Community Relationship; School Role

Schools are more effective for students from strong family backgrounds than for those from weak ones as a result of the interaction between the resources devoted by the family to the child's education, and the resources provided by the school. The elements the family supplies towards the child's education must be developed through investment in "social capital," defined as the resources that reside in the social structure itself--norms, social networks, and interpersonal relationships that contribute to a child's growth. Comparison of the dropout rates of Catholic schools with those of public schools demonstrates that the social capital contained by the school community is an important factor in a youth's educational attainment. But the social capital in American families and neighborhoods available for raising children has declined precipitously over the past 25 years because of changes in society including increased individualism, the narcissistic trends among adults, and the migration of mothers into the labor force. The social capital available to a child in a private school is often minimal, because there is no parent community to support the child. Private schools have the task of forming a school community from a set of independent individuals, and they have evolved in some ways to carry out this task. Studies are described that compare achievement of students in private and public schools, and in developing and developed countries. Two graphs are appended. (BJV)

ED 293 796   SP 030 071

Ratsoy, Eugene; And Others
Evaluation of the Initiation to Teaching Project. Summary Report.
Alberta Dept. of Education, Edmonton.
PUB DATE- May 87
NOTE- 56p.; For related documents, see SP 030 072 and ED 292 789.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Foreign Countries; Higher Education; *Internship Programs; *Professional Development; Program Attitudes; *Program Evaluation; *Teacher Employment; Teacher Orientation
IDENTIFIERS- *Alberta Initiation to Teaching Project; *Beginning Teacher Induction

A large-scale teacher internship project, the Initiation to Teaching Project, was implemented in the schools in Alberta, Canada, in September, 1985. The general purposes of the 2-year project were to provide employment in teaching for recently graduated teachers, and to assess the utility of a year-long program in which the transition from university student to full-time teacher was undertaken more gradually, and with more professional assistance, than is usually the case with beginning teachers. The project was evaluated extensively by education professionals. The purposes, methodology, findings and conclusions of this evaluation are summarized in this report. These are followed by specific recommendations and associated comments. (JD)

Cloud-Silva, Connie; Denton, Jon J.
The Development of a Low-Inference Observation Instrument To Assess Instructional Performance of Teaching Candidates.
PUB DATE- Apr 88
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Observation Techniques; Elementary Secondary Education; Evaluation Methods; Interrater Reliability; *Minimum Competencies; Reliability; *Teacher Evaluation; Teacher Supervision; Teaching Skills; Validity
IDENTIFIERS- *Teacher Candidates

A prototype low inference observation instrument to measure minimal teaching competencies of teaching candidates was deductively developed. Focus is on determining if observers could be trained to use the observation instrument with a high degree of reliability and validity. The instrument, entitled Classroom Observation and Assessment Scale for Teaching Candidates (COAST), was developed from appraisal systems of the states of Florida, Georgia, and Texas. The initial draft was field-tested, and a panel of 11 experts in teacher evaluation reviewed the indicators. The final form of the instrument covered: (1) instructional planning; (2) classroom management and organization; (3) instructional techniques and materials; (4) communication and presentation techniques; (5) motivation of students; and (6) assessment of students. The instrument was tested on 27 teacher candidates (categorized in three grade level subdivisions of grades 1-12) with seven observers (six graduate students and one university faculty member). Inter-rater agreement was acceptable. Results suggest that COAST is an instrument that can be used across subject areas and grade levels with a high degree of content validity. Seven tables are presented, and an outline of the COAST Instrument Indicators is appended. (SLD)

ED 293 889   TM 011 485

Bock, Darrell R.
Project: Toward a National Educational Testing Network. Final Report.
California Univ., Los Angeles. Center for the Study of Evaluation.; Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 87
NOTE- 84p.; Small print in tables. A paper is presented within this document entitled "Comprehensive Educational Assessment for the States: The Duplex Design" (R. D. Bock and R. J. Mislevy).
GRANT- OERI-G-86-0003
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Curriculum Evaluation; *Educational Assessment; Elementary Secondary Education; Grade 8; *Instructional Effectiveness; *Latent Trait Theory; National Surveys; *Standardized Tests; State Surveys; Student Records; Testing Programs
IDENTIFIERS- California Assessment Program; *Duplex Design; *Item Parameters

Three fiscal year 1987 deliverables due for the "Toward a National Educational Testing Network: Feasibility Study of Duplex Design" are presented. The study is concerned with implementation of statewide and interstate testing of student attainment. The report includes: (1) a duplex design (DD) review paper discussing the means by which the DD will meet local and state information needs; (2) sample students' score reports from the Illinois pilot implementation of the design; and (3) item parameter estimates (IPEs) and standard errors for sub-skills of the eight second-stage forms of the duplex instrument used in Illinois. The DD review covers educational information needs, uses of attainment information, the combination of student achievement testing and assessment of curricular objectives, the contribution of modern Item Response Theory (IRT), adaptive testing, reporting results, and interstate comparisons. The California Assessment Program is described. The DD proposed supplies achievement scores for individual students in the main areas of proficiency and content, while evaluating the progress of schools in attaining the objectives of the instructional program and curriculum. The DD uses IRT, matrix sampling, and two-stage testing techniques. The IPEs are tabulated on 24 pages. (TJH)

ED 293 751 SO 018 679

Clubok, Arthur, Ed.
Whatever Happened to the Social Studies? Occasional Paper #8.
Ohio Council for the Social Studies, Oxford.
PUB DATE- 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; Curriculum Development; Elementary Secondary Education; *Instructional Effectiveness; Public Schools; Relevance (Education); *Role of Education; *Social Studies
IDENTIFIERS- Efficacy; Empowerment

This monograph focuses on the issue of the nature and purpose of the social studies curriculum. In the lead article, George Wood maintains that social studies as taught today is irrelevant and strives to produce citizens who are unquestioning supporters of U.S. political and economic institutions. Dr. Wood attributes this state of affairs to the narrowness of the recent debate on the school's role which seems to focus solely on schools as sites of job training. He recommends that the social studies should become relevant by recentering the democratic mission of public schooling in the United States. Students should acquire a sense of political efficacy and public responsibility. The way to accomplish this is to empower teachers, who must also develop this political empowerment. Four social studies educators respond to Wood's articles. S. Samuel Shermis offers historical insight to support Wood's thesis. Frank L. Schiraldi contends that teachers have not applied what is known about effective instruction, and this contributes to the irrelevancy of social studies education. C. Frederick Risinger stresses that the social studies curriculum is determined by societal imperatives, and currently, economic competitiveness is a national imperative. A national consensus on the need of educating for public participation will encourage teachers to change methods and curriculum. William Muthig states that social studies educators need to respond to the various reports with their own concerns and reach a workable compromise on the role of social studies in the future. (SM)

ED 293 766 SO 019 053

Krueger, Ralph R.
Improving the Writing of Geography Students: A Manual for Instructors and Some Handouts for Students.
Waterloo Univ. (Ontario). Dept. of Geography.
PUB DATE- Sep 83
NOTE- 53p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Writing; *Geography; Higher Education; Writing Exercises; *Writing Improvement; Writing Skills
IDENTIFIERS- *Teaching Assistant Training Project

This manual is intended for instructors who wish to help students improve their writing skills. Part 1 of the manual which is divided into three sections details reasons why students have problems with writing, and includes examples of some faulty constructions. The final section includes: (1) a summary of strategies for improving student writing; (2) how to make good writing skills important to students; and (3) instructional activities with suggested student responses. Part 1 also includes a section on grading student papers as part of the revision process, a select bibliography, and appendices describing the English Language Proficiency Program and English Writing Courses. Part 2, "For the Students," consists of a number of sections which the instructor can duplicate for the students to use as writing aids. (SM)

ED 293 813 SP 030 141

Vickery, Tom Rusk
Excellence in an Outcome-Driven School District.
PUB DATE- Sep 85
NOTE- 16p.; For related documents, see SP 030 140 and SP 030 142.
Funded by Effective Schools Program Validation.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; Elementary Secondary Education; Instructional Effectiveness; *Instructional Leadership; Learning Strategies; *Mastery Learning; *Outcomes of Education; *Reality Therapy; Research Utilization; *Staff Development; Teaching Methods

The high achievement of students in the Johnson City School District (JCSD) in New York is attributed to three factors: (1) the mode of instruction from elementary through high school is grounded in a common theoretical base--Bloom's work on Mastery Learning and Glasser's work on Reality Therapy; (2) the teachers participate in staff development that encourages risk-free innovation and in a sense is itself an example of Mastery Learning; and (3) the administrative leadership at the district office level is focused primarily on instructional leadership, committed to aligning all facets of the district's operations in pursuit of a common set of student outcomes. This last factor has lead to the development of an Outcomes-Driven Development Model (ODDM) which has made such high academic achievement possible. The ODDM broadens the definitions of student outcomes to include far more than standardized tests, and identifies the major subsystems of the school which must be intentionally aligned in pursuit of high student achievement. This paper provides descriptions of the implementation of each of these elements in the JCSD program. (JD)

ED 293 916 UD 025 706

Zumwalt, Karen K.
Curriculum and Instruction: Reactions.
PUB DATE- Dec 86
NOTE- 21p.; In: Designs for Compensatory Education: Conference Proceedings and Papers (Washington, D.C., June 17-18, 1986); see UD 025 691.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Cognitive Development; *Compensatory Education; *Educational Objectives; Elementary Secondary Education; Federal Programs; *Individual Differences; Individual Needs; Instructional Design; *Instructional Effectiveness; Low Achievement; Remedial Reading; Socioeconomic Influences; Student Placement; Teacher Role
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

The papers presented at this conference review current research on effective educational practices for low-achieving students and identify those that might be applied to programs funded under Chapter 1 of the Education Consolidation and Improvement Act of 1981. A function assumed by several conference participants was to act as reactor to papers written for a particular session. Critiqued in this report are five papers presented at the session. The papers bring out two salient points. First, the papers taken together state essentially that the way reading and math is being handled in most Chapter 1 programs is ultimately dysfunctional for the target children, but that the addition of a separate thinking skills program would be welcome. Second, two of the papers indicate that the research designed to develop generic principles of instruction does not yield specific prescriptions for teaching but rather has generated a set of concepts which are useful in deliberating about teaching decisions in particular contexts. The report goes on to discuss the following issues pointed out by the assessment papers: (1) goals for Chapter 1 students; (2) characteristics of the learners; (3) subject matter; (4) the role of the teacher; and (5) milieu. Though the papers offer no simple solutions, they raise critical questions about such topics as minimum standards, individual differences, test-driven instructional strategies, and equity and excellence. A list of references is included. (PS)

ED 293 956 UD 026 144

Myers, David E.
An Analysis of the Impact of Title I on Reading and Math Achievement of Elementary School Aged Children. Revised.
Decision Resources Corp., Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 22 Dec 86
NOTE- 49p.
CONTRACT- 400-85-1008
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Compensatory Education; Control Groups; Elementary Education; *Elementary School Students; Federal Aid; *Federal Programs; Mathematics Achievement; *Program Effectiveness; Reading Achievement; Teacher Influence; Urban Education
IDENTIFIERS- *Elementary Secondary Education Act Title I

This report presents the findings of a study that examined the impact of compensatory education services on children's academic achievement in grades 1 to 6. Examination of data from the 1976-79 Sustaining Effects Study of Title I revealed the following major conclusions: (1) small positive gains in reading achievement are related to participation in Title I programs; (2) the estimated impact of Title I on children's achievement is sensitive to the definition of a control group; and (3) teacher judgment may be included in the selection and achievement process. The results of the analysis do not clarify the issue examined; results are dependent upon the formulation of the control group; one formulation used in the study showed positive results of Title I on achievement while the other three used generally showed no effects. There are the following possible explanations for this inconsistency: (1) the specification of the process by which students are selected for Title I services is critical; and (2) the measurement of program participation ignores variety in the services provided and in the intensity of participation. Data are presented on seven tables and figures. Two appendices provide the technical models used. A list of references is included. (BJV)

ED 293 969 UD 026 160

Colvin, Shirley Beard
Creating Effective Learning Environments for Disadvantaged Learners: Implications for the Design of Educational Programs.

PUB DATE- 8 Apr 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Case Studies; *Disadvantaged; *Educational Environment; Expectation; High Risk Students; Low Achievement; *Minority Groups; Nontraditional Education; *Program Design; School Effectiveness; Secondary Education; Youth

There is an urgent need for the development of learning environments that are especially suited to disadvantaged minority youth. Much of that which needs altering is the climate or atmosphere within existing schools. Determining the nature of this learning environment is a continuing problem in educational research. This document reports a study of educational climate using detailed case histories. Two black, male high school students were studied on the following factors; (1) home environment; (2) community setting; (3) work setting; (4) requests for assistance; (5) employers' evaluations; (6) self-assessments; (7) curriculum decisions; and (8) cumulative record Analysis of the case studies suggested the following considerations in developing more effective learning environments for disadvantaged students: (1) more qualitative studies are needed in this area; (2) caring, dedicated educators must be trained for this population; (3) non-traditional resources such as work-study must be tapped; (4) supplementary individual assistance must be offered; (5) a support network of social services must be maintained; and (6) innovative line items must be included in school budgets. Suggestions for implementation are given and figures show how the research was conducted. A list of references is included. (VM)

ED 293 782 SO 019 129

Patrick, John J.
Teaching and Learning Content in the Social Studies: The ERIC/ChESS Perspective on Trends and Issues.
PUB DATE- 9 Apr 88
NOTE- 23p.; Paper presented at the Annual Meeting of the Texas Council for the Social Studies (Austin, TX, April 9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Citizenship Education; Cognitive Processes; *Course Content; Curriculum Design; Curriculum Development; Curriculum Problems; Elementary Secondary Education; Geography Instruction; History Instruction; Political Socialization; Science and Society; *Social Studies

This paper focuses on the current trends and issues in social studies education based on the literature that passes through the ERIC Clearinghouse for Social Studies/Social Science Education (Indiana). Four trends pertaining to teaching content in history, geography, civics, and science in society have emerged from a review of the literature. Scholars and professional associations have made strong recommendations for restoring history and geography to a central place in the core curriculum. The new "History-Social Science Framework for California Public Schools" states that history and geography are the two great integrative studies of the field. Also, there are calls for the renewal of teaching about the civic values of a constitutional democracy and for the addition of content about science as a powerful social force. Other issues receiving current attention can be viewed in terms of opposing ideas: (1) universalism vs. particularism; (2) content vs. process; and (3) socialization vs. liberation. Advocates of universalism believe all students should learn the same content while proponents for particularism suggest varing content based on student interests. Some educators are placing too much emphasis on the development of high-order cognitive skills while others emphasize content to the point of ignoring those skills. While responsible citizenship in a constitutional democracy involves critical thinking about public policies and issues, a democracy also requires a citizenry with a knowledge of its cultural heritage. It is recommended that the curriculum be balanced between the positions of particularism and universalism; content and process; and socialization and liberation. (SM)

ED 293 831 SP 030 173

Elliott, John

Teachers as Researchers: Implications for Supervision and Teacher Education.

PUB DATE- Apr 88
NOTE- 60p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; *Change Agents; *Change Strategies; *Curriculum Development; Elementary Secondary Education; Foreign Countries; Higher Education; *Teacher Educators; *Theory Practice Relationship
IDENTIFIERS- *Reflective Teaching

The opening section of this paper describes the author's first experience with collegial attempts at curriculum reform through practical inquiry, illustrating a process in which ideas are tested and developed in action. It is pointed out that this form of teacher-based practical inquiry is a characteristic feature of a certain kind of curriculum reform process. It is stated that "the institutionalisation of 'action-research' and 'teachers as researchers' as approaches to teacher education within academic institutions raises a number of critical issues for tutors and supervisors to reflect about. If we are to facilitate reflective practice as a form of educational inquiry in schools then we must treat teacher education as a reflective practice also." Some of the issues to be faced by teacher educators in promoting reflective practice and action research on the part of teachers are illustrated by detailed descriptions of three reform projects: (1) The Humanities Curriculum Project, under the direction of Lawrence Stenhouse (1967); (2) The Ford Teaching Project (1973-75); and (3) The "Teacher-Student Interaction and Quality of Learning Project, (1981-83). (JD)

ED 293 847 TM 011 378

David, Jane L.
Improving Education with Locally Developed Indicators. CPRE Research Report Series.
Rand Corp., Santa Monica, Calif.; Rutgers, The State Univ., New Brunswick, NJ. Eagleton Inst. of Politics.; Wisconsin Center for Education Research, Madison.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CPRE-RR-004
PUB DATE- Oct 87
NOTE- 29p.
GRANT- G008690011
AVAILABLE FROM- Center for Policy Research in Education, Attention: Publications, Eagleton Institute of Politics, Rutgers, the State University of New Jersey, New Brunswick, NJ 08901.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Board of Education Policy; Educational Assessment; *Educational Improvement; Educational Planning; Educational Policy; Elementary Secondary Education; *Local Norms; Norms; Organizational Climate; *Policy Formation; *State Norms; Statistical Analysis
IDENTIFIERS- *Indicators

The use of indicators as tools for educational improvement is discussed. National indicators are limited in breadth and depth and are neither sensitive to differences across states nor detailed and specific enough to be useful to states. For indicators to contribute to the goals of local educational improvement, local agencies must define their own indicators, and district policymakers must pass on similar discretion to their schools. For a system of indicators to be useful for educational improvement, it must provide adequate measures of those aspects of schooling deemed important and amenable to change through policymaking. A useful system of indicators requires measures of the content and quality of instruction and analyses and presentation of data directed to specific policy issues. The following organizational factors help policymakers use data to make decisions: (1) a climate that supports planning and use of data; (2) commitment to improvement by district leaders; (3) stakeholder involvement in designing the data system; (4) technical expertise and data system support; and (5) an action system and resource for change. Indicators should match curricular goals and reflect the content and quality of instruction. Analyses of existing data should provide insight beyond aggregate measures; and school staff should be involved in specification, collection, analysis, and interpretation of data. (TJH)

ED 293 862 TM 011 432

Hansen, Joe B.; Hathaway, Walter E.
Setting the Evaluation Agenda: The Policy-Practice Cycle.
PUB DATE- Apr 88
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Four flowcharts have small, blurred print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Boards of Education; Educational Assessment; *Educational Policy; Educational Research; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Evaluators; *Program Evaluation; *School Districts; Standards; Theory Practice Relationship
IDENTIFIERS- Portland School District OR

Evaluation policy and how it is determined in a major school district are examined, using a qualitative case study approach. Focus is on stimulating dialogue on these issues toward the development of a theory of the way evaluation and policy interact in a large school district. The experience of the Portland Public Schools (PPS) in Oregon in program evaluation is detailed. The superintendent and two key board members of the PPS were interviewed during the 1987-88 school year. The Curriculum Committee of the Board of Education became the locus of discussion about criteria for deciding what programs to evaluate. Analysis by this committee in conjunction with the Research and Evaluation Department eventually resulted in an evaluation notebook with criteria and the agenda for evaluation. For comparison purposes, a survey was conducted of 114 large school districts in the United States and Canada concerning their evaluation processes, with 69 districts responding. Drawing on all these sources, a model of the decision process was proposed and is represented by a diagram. A working theory of the relationships between evaluation and policy may eventually be developed from similar research. Three tables and seven flowcharts are presented. The PPS Budget Timeline for 1987-88 and December 1987 Survey results of 68 large school districts are appended. (SLD)

ED 293 904 UD 025 694

Cooley, William W.
Selecting Students and Services: Reactions.
PUB DATE- Dec 86
NOTE- 8p.; In: Designs for Compensatory Education: Conference Proceedings and Papers (Washington, D.C., June 17-18, 1986); see UD 025 691.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Ability; Academic Achievement; Admission Criteria; *Compensatory Education; *Economically Disadvantaged; *Educationally Disadvantaged; Elementary Secondary Education; Federal Programs; Poverty; Program Effectiveness; *School Effectiveness
IDENTIFIERS- *Education Consolidation and Improvement Act 1981; Funding Formulas; *Target Populations

The papers presented at this conference review current research on effective educational practices for low-achieving students and identify those that might be applied to programs funded under Chapter 1 of the Education Consolidation and Improvement Act of 1981. A function assumed by several conference participants was to act as reactor to papers written for a particular session. In this reaction to papers discussing success of delivery of Chapter 1 services, the thesis is developed that school districts should be allowed to use Chapter 1 funds to support programs designed to improve schools serving large numbers of children from poor families, without the necessity of designating specific children as disadvantaged. It is further argued that Chapter 1 should have the option of shifting from student targeting to school targeting. The following arguments are given for those theses: (1) in spite of heroic effort to target students, more non-poor, high-achieving students are receiving compensatory education than are poor, low-achieving students, and only 40 percent of the poor, low achievers are receiving federally supported compensatory services; (2) schools serving large numbers of poor children are the most difficult schools in which to educate children; (3) student targeting prevents practices that are known to be effective, and encourages practices that are known to be ineffective or may have negative side effects; and (4) school targeting would allow educators to apply what has been learned about school improvement. (PS)

ED 293 929   UD 025 935

Dayton, Charles; And Others
Peninsula Academies Replications: 1985-86 Evaluation Report.
Policy Analysis for California Education, Berkeley, CA.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.
PUB DATE- Jan 87
NOTE- 135p.; For related documents, see ED 026 164, ED 239 608, ED 249 357-358, and UD 026 165.
CONTRACT- PACE-PC87-1-1-WFHP
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Attendance; Dropout Rate; High Risk Students; *High Schools; Job Skills; *Nontraditional Education; Potential Dropouts; Program Development; Program Effectiveness; *Program Evaluation; School Business Relationship; *Secondary Education; Self Esteem; Student Attitudes; *Student Improvement; Vocational Education
IDENTIFIERS- California; Partnerships; *Peninsula School CA

The Peninsula Academies is a three-year high school program for at-risk students, designed to provide them with incentives both to graduate and to acquire labor market-relevant skills. An academy combines academic and technical training in a school-within-a-school setting, and is based on school-business partnerships. In the fall of 1985, 10 academy programs were established by the State of California as replications of the Peninsula Academies that had been in operation in a local school district for four years. This report evaluates the statewide academies' first operational year. Among the conclusions are the following: (1) the Academy concept can produce important gains in the attendance, grades, earned credits, and reduced dropouts of at-risk high school students; (2) Academy students improved their attendance by 5 to 18 percent, their retention by 5 to 15 percent, and their grade point averages by more than a full point; (3) Academy students' attitudes towards school and their self-esteem improved significantly; (4) students liked the Academies significantly better than their regular high school program; (5) students did not have more precise post-graduate plans as a result of the academies; and (6) substantial improvements are needed in both program operations and evaluation procedures. Recommendations are offered for program improvement and future evaluation. Tables illustrate the data. A short list of references is included. An appendix provides technical notes. (BJV)

ED 293 943 UD 026 129

Symposium on "Shut Out Youth" (Strasbourg, France, October 25-30, 1987).

Council of Europe, Strasbourg (France).

REPORT NO.- CEJ/HOMY-87-4-rev-1

PUB DATE- 7 Sep 87

NOTE- 10p.; For symposium papers and final report, see UD 026 130-133.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Civil Liberties; Family (Sociological Unit); Family Role; *Foreign Countries; Health Needs; *High Risk Persons; *Homeless People; *Housing; *Public Policy; Social Planning; Social Problems; Well Being; *Young Adults; Youth Problems

IDENTIFIERS- *Europe

Many aspects of social policy affect the lives of shut out youth in Europe. The purpose of a symposium held at the European Youth Center (Strasbourg, France) was to draw attention to these issues and recommend ways to coordinate the social policies that affect the well-being of youth. The relevance of current policies was assessed in local, national, and international contexts. Of special interest in this assessment was the centrality of the family in developing policies for shut out youth. This paper describes the activities of the Symposium's four working groups, whose themes were: (1) Social Policy and Shut Out Youth; (2) Methods and Models of Working Practice; (3) Shut Out Youth and the Cycle of Vulnerability; and (4) Rights of Young People. Separate workshops dealt with different aspects of these themes, including: (1) experience and policy; (2) family policy; (3) policy models; (4) the formulation of policy; (5) health; (6) housing; (7) social welfare; (8) criminality (9) law of parental custody; (10) well-being of the child; (11) interventions; (12) public assistance to the young; and (13) rights of minors. An organizing theme was to encourage the development of social policies which will protect and strengthen family life to counteract current social forces that tend to discourage family formation. The symposium schedule is included. (VM)

ED 293 797 SP 030 072

Ratsoy, Eugene; And Others
Evaluation of the Initiation to Teaching Project. Final Report.
Alberta Dept. of Education, Edmonton.
PUB DATE- May 87
NOTE- 211p.; For related documents, see SP 030 071 and ED 292 789.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Foreign Countries; Higher Education; *Internship Programs; *Professional Development; *Program Attitudes; *Program Evaluation; Teacher Employment; Teacher Interns; Teacher Orientation
IDENTIFIERS- *Alberta Initiation to Teaching Project; *Beginning Teacher Induction

This report presents the results of the evaluation of the 2-year Initiation to Teaching Project, implemented in schools in Alberta, Canada in 1985. The project provided employment in teaching for recently graduated teachers and supported their transition into full-time teaching with professional assistance. The report is divided into six sections: (1) context and nature of the evaluation; (2) internship practices in Alberta; (3) the 1985-86 evaluation phase; (4) the classroom observation study; (5) the 1986-87 evaluation phase; and (6) future of the internship in teaching. Each section provides specific information on the processes and progress of the project evaluation and descriptions of the reactions and attitudes of the project participants. (JD)

ED 293 752 SO 018 706

Seminario Tecnico Regional Sobre Alternativas de Educacion Basica de Adultos en el Marco de la REDALF del Proyecto Principal de Educacion en America Latina y el Caribe (Colonia Tovar, Venezuela, 29 de Septiembre al 3 de Octubre, 1986). Documento Final. (Regional Seminar on Alternatives for Basic Adult Education in the REDALF Project for Education in Latin America and the Caribbean (Colonia Tovar, Venezuela, September 29-October 3, 1986). Final Document.)

United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.

PUB DATE- Feb 87

NOTE- 98p.; Document cover reads "Alternativas de Educacion Basica de Adultos" (Alternatives for Adult Basic Education).

LANGUAGE- Spanish

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Adult Education; *Curriculum Development; Developing Nations; *Educational Development; Foreign Countries; International Education; *Nonformal Education

IDENTIFIERS- *Caribbean; *Latin America

The final report of a conference concerning adult basic education de Adultos en el Marco de la REDALF del related to innovative projects in adult education in nine countries. A wide spectrum of issues related to adult basic education, curriculum, methodology, evaluation, and research are analyzed in the context of educational planning. Among the goals are the creation of documentation for future program development and the establishment of a system of regional networks composed of national institutions, planning processes, and horizontal cooperation among countries. The papers include the history of specific educational projects and discussions of the current financial, social, and political crises in the area. (NL)

ED 293 767 SO 019 054

Cotton, Andrew; And Others
Guidelines for Teaching Assistants in Geography.
Waterloo Univ. (Ontario). Dept. of Geography.; Waterloo Univ. (Ontario). Teaching Resource Office.
PUB DATE- 80
NOTE- 25p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Geography Instruction; Graduate Students; Higher Education; Teacher Education; *Teaching Assistants
IDENTIFIERS- *Teaching Assistant Training Project

This document outlines the roles and responsibilities of teaching assistants and gives suggestions for making their initial contact with teaching easier. Teaching assistants can overcome first-job apprehension by acquiring information about the assignment through the course instructor, faculty advisor, and other teaching assistants. Benefits accruing to teaching assistants are job experience, financial benefits, and content knowledge. Duties range from grading papers, leading seminars and discussion groups, and preparing teaching materials. Rewards of teaching rely mainly on thorough preparation for classes and discussion groups. Teaching assistants can enhance the their students' learning through clarity in their instructions and by offering encouragement. However, they need not use office time by giving student information on assignments that has already been presented in class. In marking student papers, teaching assistants should make constructive comments and be positive. Teaching assistants must maintain professional conduct and create opportunities for feedback with the course lecturer. A selected bibliography is provided. (SM)

ED 293 814 SP 030 142

Canizeres, Anita M.; Vickery, Tom Rusk
Principals' Perceptions of Teachers' Instructional Practices: A Case Study.
PUB DATE- Apr 88
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). For related documents, see SP 030 140-141.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; *Instructional Effectiveness; *Mastery Learning; *Principals; Program Effectiveness; Teacher Attitudes; Teacher Behavior; *Teacher Evaluation; *Teaching Methods

A brief description is given of a small school district in which the Mastery Learning approach to instruction has been operative since 1971. This study examined the teacher evaluation records written by the school principals in the District in order to determine the behaviors, attitudes and actions that these school administrators encourage in teachers, and the teacher behaviors, actions and activities that are taking place in the district as perceived by the principals. The District was chosen for the study because it is becoming well-known for the excellence of its program and for the extraordinary achievement results its students are obtaining. An analysis of the data from these reports is used to compose a profile of the principals' concept of the "mastering teacher"--one who possesses the knowledge, expertise, and skills that result in an excellent job performance with excellent results. All of the principals, without exception, placed a great deal of emphasis on and encouraged behaviors, actions, and attitudes that would enable teachers to grow professionally as well as contribute toward the goals of excellence through the implementation of Mastery Learning. (JD)

ED 293 877 TM 011 467

Arter, Judith A.; Salmon, Jennifer R.
Assessing Higher Order Thinking Skills. A Consumer's Guide.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 78p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Tests; *Critical Thinking; Decision Making Skills; Educational Assessment; Elementary Secondary Education; Problem Solving; Test Reliability; Test Reviews; *Test Selection; Test Use; Test Validity
IDENTIFIERS- *Higher Order Skills; *Thinking Skills

Information necessary for informed use by practitioners of higher-order thinking skills (HOTS) tests is presented. Assessment instruments that (1) have as a basic assumption that thinking skills can be taught; (2) provide information that can be useful for instructional planning related to complex thought processes; and (3) have content that is taught, provide information that can be useful for instructional planning related to complex thought processes, and have content that is related to skills needed to function with reason in the real world are discussed. Content, format, and purpose must be considered in test selection. Although most current tests are designed for Grades 4 and above, some are designed for grades as low as pre-Kindergarten. Most tests cover a broad grade span. Cognitive skills included in HOTS are discussed, assessment issues are reviewed, the current state-of-the-art in assessment is outlined, and steps in selecting a HOTS test are described. Appendix A contains individual reviews of 10 HOTS tests and brief descriptions of other critical thinking, problem solving, or decision making tests. Two developmental tests are reviewed; eight others are briefly described, as are specific tests of creativity, achievement, and ability. Local, state, and federal programs with testing resources are described in other appendices. Appendix D contains a checklist for selecting HOTS tests. Tests are further indexed by grade level and title. (SLD)

ED 293 890   TM 011 487

Herman, Joan
Evaluation for School Improvement: A Multi-Level, Multi-Purpose Model. Project: Multi-Level Evaluation Systems.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 38p.
GRANT- OERI-G-86-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Administrative Policy; Databases; Decision Making; Educational Assessment; *Educational Improvement; Educational Planning; Educational Policy; Elementary Secondary Education; *Evaluation Methods; Information Processing; *School Districts; Student Characteristics

A model for a comprehensive, multi-purpose, multi-user evaluation system is presented to facilitate educational decision making and to support school improvement and renewal. The model is school district-based but oriented to meet state-, school-, and classroom-level needs as well. The model emphasizes the usefulness of common or compatible information bases to accomplish both the policy and accountability goals of district- and state-level decision makers and the planning needs of local educators. The comprehensive information system encompassed by the model includes information on student background, program participation, school context and processes, instructional processes, student test scores, student attitudes, and other outcomes. Products of the system include evaluation/participation reports to federal and state government agencies and to school boards; exploratory studies; special reports; and reports geared toward the level of the school, class, and individual students. The system model also includes an outline of system capabilities and analysis and reporting requirements. Discussion protocols for articulating the information needs of model users are appended. (TJH)

ED 293 957 UD 026 145

Pfannenstiel, Judy
Analyses of Categorical Program Participation and Long-Term Effects.
Research and Training Associates, Inc., Overland Park, KS.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 44p.
CONTRACT- 400-86-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Compensatory Education; Elementary Secondary Education; Enrollment Rate; Federal Aid; Federal Programs; *Grade Repetition; Longitudinal Studies; Mathematics Instruction; *Program Effectiveness; Program Evaluation; Reading Instruction; *Remedial Instruction; Student Participation; Urban Education
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Missouri (Saint Louis); Nebraska (Lincoln)

An examination of Chapter 1 services delivered in St. Louis, Missouri and Lincoln, Nebraska, the coordination of those services with other categorical programs, and the effectiveness of those services for Chapter 1 students revealed the following conclusions: (1) relatively few Chapter 1 students receive multiple categorical program services; (2) the multiplicity in program participation more frequently occurs within the Chapter 1 program, where students could participate in reading and mathematics programs simultaneously; (3) a five-year comparison of funding and participation levels demonstrates a sharp reduction in both for the St. Louis Public Schools, in part due to a reduction in the overall student population; (4) characteristics of recipients of categorical services revealed that the grade level of most participants reflect district or state philosophy in the delivery of service; (5) Chapter 1 students in St. Louis score five to ten NCEs lower than district students; (6) Chapter 1 students receive services for almost three years on the average; (7) of the first grade cohort that was continuously enrolled for five years, almost 85 percent in St. Louis participated in Chapter 1 in some point in time; (8) the most prevalent pattern for receiving multiple years of Chapter 1 services was alternating years of reading, math, or both services; (9) average achievement level of Chapter 1 students varied with length of participation; (10) the longitudinal achievement of the first grade cohort of Chapter 1 participants remained relatively stable over time; and (11) in St. Louis over a five-year period 60 percent of Chapter 1 students and 9 percent of non-recipients have been retained in a grade. Data are presented on 16 tables. (BJV)

ED 293 970 UD 026 161

Riddle, Wayne
Chapter I Concentration Grants: An Analysis of the Concept, the Current Statute, and Amendments Adopted in Legislation To Reauthorize the Education Consolidation and Improvement Act.
Library of Congress, Washington, D.C. Congressional Research Service.
REPORT NO.- CRS-88-151-EPW
PUB DATE- 18 Feb 88
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; Economically Disadvantaged; *Educationally Disadvantaged; Elementary Secondary Education; *Federal Aid; Federal Programs; Low Income Groups; *Poverty Areas; Poverty Programs; Program Development; *Program Evaluation; State School District Relationship
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Proposed Legislation

Chapter 1, the Federal program of grants to local education agencies (LEAs) for the education of disadvantaged children, authorizes the distribution of assistance through both a basic and a concentration grant formula. Concentration grants are intended to provide additional assistance to areas with especially high numbers or proportions of educationally disadvantaged children. Under the current concentration grant formula, only LEAs in counties with more than 5,000 formula (primarily, poor) children, or where such children constitute more than 20 percent of the school-age population, may receive concentration grants. Two different versions of H.R. 5, legislation to amend and extend Chapter 1, were passed by the houses of Congress in 1987, and this bill currently awaits final conference committee action. Each version of H.R. 5 would substantially revise the Chapter 1 concentration grant formula. This report provides background information on the concept of Chapter 1 concentration grants, and an analysis of the distribution of concentration grants under the current law as compared to the two H.R. 5 formulas. Tables illustrate the data. (Author/BJV)

ED 293 798   SP 030 087

Pigge, Fred L.; Marso, Ronald N.

Cognitive, Affective, and Personal Characteristics Associated with Motives for Entering Teacher Training.

PUB DATE- Apr 88
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Family Characteristics; Higher Education; *Individual Characteristics; *Motivation; Predictor Variables; Student Attitudes; *Teaching (Occupation); Teaching Experience
IDENTIFIERS- *Teacher Candidates

The primary purpose of this investigation was to ascertain for a group of prospective teachers (N=563) the extent to which selected measurements of their cognitive, affective, and personal characteristics accounted for or explained the variance of the "scores" associated with 15 of their motives or reasons for becoming teachers. From a set of 36 predictors of the various reasons the prospective teachers gave for becoming teachers were their parents' occupations and levels of education, whether or not there were teachers in their families, their gender, the extent of teaching-like experiences in their background, and their attitude toward teaching as a career. (Author)

ED 293 832 SP 030 175

Olson, John K.
The Cultural Context of Teacher Thinking and Its Significance for Innovation.

SPONS. AGENCY- Ottawa Board of Education (Ontario).; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Apr 88
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Dissonance; *Computer Literacy; *Congruence (Psychology); *Educational Innovation; Educational Objectives; Elementary Secondary Education; Foreign Countries; Metacognition; *Teacher Attitudes; Teacher Effectiveness

This paper considers the discord that may arise in a teacher's thinking when there is a conflict between new technical innovations and the generally accepted aims and culture of teaching itself. Teachers share common ideas about what they do and why it is valuable; there tends to be agreement about what the collectively approved actions of teachers say about important matters in their, and their students', lives. While teachers' thinking and innovation are related (innovation is the remedy of dysfunction and teacher thinking is a way of diagnosing it), innovation introduced from the outside may cause troubling problems for the teacher. The conflict between what is considered "good teaching" and what the innovation demands then surfaces. Such a conflict is illustrated by a description of the introduction of new computer technology into the classroom of an experienced English teacher. A discussion is presented on the philosophical question of the dichotomy between what a teacher considers just or fair for students, and the rewards offered by the bureaucracy for teaching computer literacy. (JD)

ED 293 863 TM 011 433

Apenahier, Leonard; And Others

Validity of the Secondary School Improvement Program Effective Schools Survey.

PUB DATE- 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Assessment; *Educational Improvement; Factor Analysis; High Schools; *Improvement Programs; *School Effectiveness; School Surveys; *Secondary Education; Secondary School Teachers; *Test Validity; Theory Practice Relationship
IDENTIFIERS- *District of Columbia Public Schools; *Secondary School Improvement Program Survey

The validity of the Secondary School Improvement Program Effective Schools Survey (SSIPESS) was studied, which is based on the Santa Clara County School Effectiveness Program. The SSIPESS, designed for the secondary school level, is an 85-item survey designed for teachers; and it varies from a three- to five-point scale, with eight underlying factors. The purpose of the study was to determine if: (1) the theoretical factors that underlie the instrument are identical to those empirically derived; and (2) the appropriate underlying factors maximize differences among schools. The SSIPESS was administered to 580 teachers in 11 senior high schools in the District of Columbia Public Schools. The matrix of intercorrelations of the items that make up the scale was subjected to principal components analysis with varimax rotation. Discriminant function analysis determined the discriminating power of the appropriate underlying factors. The results show that the theoretical factors were not identical to those empirically derived and that while only 42.8% of the variance was explained by the seven extracted factors, the instrument has high reliability and great discriminating power. Implications for using theoretically derived factors in deriving meaning from scales are discussed. (SLD)

ED 293 917 UD 025 707

Passow, A. Harry
Curriculum and Instruction: Reactions.
PUB DATE- Dec 86
NOTE- 32p.; In: Designs for Compensatory Education: Conference Proceedings and Papers (Washington, D.C., June 17-18, 1986); see UD 025 691.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Compensatory Education; *Disadvantaged; Educational Objectives; Educational Research; Elementary Secondary Education; Federal Programs; *Individual Differences; Individual Needs; Instructional Design; Instructional Effectiveness; Low Achievement; Socioeconomic Influences; Student Placement; Teaching Methods
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

The papers presented at this conference review current research on effective educational practices for low-achieving students and identify those that might be applied to programs funded under Chapter 1 of the Education Consolidation and Improvement Act of 1981. A function assumed by several conference participants was to act as reactor to papers written for a parcicular session. This report reviews five papers presented at the session on curricular and instructional issues in compensatory education. For the most part the papers focus on research in the general classroom setting, not compensatory education research, and research on children in general, not those who are considered disadvantaged. Implications are drawn from that research for planners of compensatory education programs and services. The papers agree that the problem is not with the disadvantaged child, and that improved teaching and raised teacher expectations as well as improvement of schools as educational organizations will raise achievement levels. The possible effects of linguistic, language, cultural, health or other differences are considered to have little or no impact. Under this assumption, the implications for Chapter 1 students are that those programs and practices which work with other students should work with Chapter 1 students. However, teachers and planners must understand which human differences make a difference and attend to them in their planning. A list of references is appended. (PS)

ED 293 783 . SO 019 131

Beaulieu, Jill; And Others

What Is Culture: An Activity-Oriented Teaching Unit.

PUB DATE- Jul 87
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Activity Units; Cultural Awareness; *Culture; Foreign Countries; *Global Approach; Grade 9; International Education; Junior High Schools; Learning Activities; Social Studies

This paper presents a unit which defines the term "culture" and is to be used to introduce the ninth grade global education program in New Brunswick (Canada) schools or a similar global education curriculum. The working definition of the term culture is the way of life of a people, including all the manifestations of an identifiable human population's practical, creative, and reflective thought, as revealed through their technology, their arts, and their institutions such as government and religion. The unit's methodology encourages active student involvement in the learning process and group interaction. Each lesson plan includes topic, purpose, behaviorable objectives, materials, methods, homework, and evaluation suggestions. Six lessons examine culture through: (1) artifacts from different cultures; (2) varieties of foods and eating habits in different cultures; (3) music and art; (4) women's roles in different cultures; and (5) a review of religion and mythology. The concluding section summarizes the previous study to help students formulate a definition of culture. A method for evaluating group work is presented. (SM)

ED 293 848 TM 011 390

de Felix, Judith Walker; Houston, W. Robert

Implications of Entrance Requirements for Success in Graduate Teacher Education Programs.

PUB DATE- 19 Apr 86

NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Admission Criteria; College Entrance Examinations; Grade Point Average; *Graduate Students; Higher Education; *Masters Programs; *Minority Groups; Predictive Validity; Professional Education; Success; *Teacher Education Programs
IDENTIFIERS- Graduate Record Examinations; Miller Analogies Test; University of Houston TX

The implications of entrance requirements for success in a graduate teacher program were studied. Success was defined as maintaining a 3.0 grade point average with no more than 12 semester hours of "C" or lower. Entrance requirements were those of the University of Houston, Texas. The subjects were 139 1985 spring and summer graduates of the Master of Education program at a large public urban university and 106 current enrollees. Because there were few minority students, a disproportionate number was chosen for study. There were weak associations between entrance requirements and indicators of success, particularly among minorities. Although students reported that certain professors gave lower grades to minority students, overall, the pattern was not statistically significant. Although entrance requirements are not the primary indicators of grades among students admitted to this graduate program, minority students are less likely to meet entrance requirements, a discriminatory situation with implications for the education of minority students. Six tables and two flowcharts are appended. (SLD)

ED 293 905 UD 025 695

Smith, Marshall S.
Selecting Students and Services for Chapter 1: Reactions.

PUB DATE- Dec 86
NOTE- 29p.; In: Designs for Compensatory Education: Conference Proceedings and Papers (Washington, D.C., June 17-18, 1986); see UD 025 691.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Admission Criteria; *Compensatory Education; *Economically Disadvantaged; *Educational Finance; *Educationally Disadvantaged; Educational Quality; Elementary Secondary Education; *Equal Education; Federal Programs; Poverty; Program Effectiveness; School Effectiveness
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Funding Formulas; Target Populations

This paper argues for two major changes in the selection of students and in the way that services are delivered under Chapter 1 of the Education Consolidation and Improvement Act of 1981. The first change would make available Chapter 1 funds only to schools with very high proportions of children whose families live in poverty. The second change would encourage the use of Chapter 1 funds in school-wide programs to augment and improve the quality of the regular school program in these high poverty schools. There are four sections to this paper. The first sketches general premises which help lead to the two sets of recommendations. The second considers the question of who should be served, and the third section addresses the various kinds of services that should be offered. The final section summarizes the key recommendations and the rationales for the recommendations. The paper incorporates critical reactions to the research papers written for the conference session on student selection and services and draws extensively on other research. Endnotes and references are included. (PS)

ED 293 930 UD 025 976

Task Force on Welfare Prevention. Productive People Productive Policies. Making America Work.
National Governors' Association, Washington, D.C.
PUB DATE- 87
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; Government Role; Medical Services; *Poverty Programs; Program Budgeting; Program Descriptions; Program Design; *Program Development; Program Effectiveness; Program Implementation; *Program Improvement; Welfare Recipients; *Welfare Services
IDENTIFIERS- Child Support; *Self Sufficiency

At the 1987 Winter Meeting of the National Governors' Association, the Governors adopted a policy program calling for a major reorientation and reform of the nation's welfare system. This document addresses how the welfare system can be reformed to better encourage the self-sufficiency of recipients and reduce their dependency, and how to use savings from those who leave the welfare rolls to extend eligibility to intact families and assure a more adequate standard of assistance where current benefits are low. Suggestions for designing and implementing a reform program are offered in the following areas: (1) the role of the governor; (2) child support; (3) selection of programs and target populations; (4) mobilization of program resources; (5) establishment and management of individual plans for self-sufficiency; (6) management of the delivery of services; (7) intergovernmental issues; and (8) medical care. The report concludes with a discussion of the factors to be considered in working out a cost/benefit analysis of alternative strategies. (BJV)

ED 293 944 UD 026 130

Killeen, Damian
Key Issues with Regard to Youth Housing and Homelessness in Europe.
Council of Europe, Strasbourg (France).
REPORT NO.- CEJ/HOMY-87-6
PUB DATE- 29 Sep 87
NOTE- 8p.; Paper presented at Symposium on "Shut Out Youth" (Strasbourg, France, October 25-30, 1987). For other symposium documents, see UD 026 129-133.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Translations (170) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demography; Family (Sociological Unit); *Foreign Countries; *Homeless People; *Housing Deficiencies; *Housing Needs; *Public Policy; Social Problems; Unemployment; Young Adults; *Youth Problems
IDENTIFIERS- *Europe

This paper from a symposium on shut out youth identifies some of the key social, cultural, and economic issues that must be considered to understand the phenomenon of youth homelessness. Researchers and practitioners address the problem of Europe's unmet housing needs. The factors which contribute to these needs and problems are the following: (1) demographic changes and changing family structures; (2) failures of institutional care and protection; (3) inadequate housing policies; (4) poorly formulated legal codes; (5) changing expectations of youth; (6) discrimination and exclusion of young people; (7) unemployment; and (8) deficient welfare policies. All governments of Europe are encouraged to develop comprehensive policies on welfare and housing which take into consideration the needs of young people. Full recognition should be given to youth employment problems which constitute a major cause of homelessness and general social disorganization in this population. (VM)

ED 293 753 SO 018 715

D'Oyley, Vincent; Shapson, Stan

Research on Multiculturalism in the Curriculum from a Canadian Perspective.

PUB DATE- 17 Apr 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cultural Awareness; *Cultural Pluralism; Curriculum Evaluation; Educational Research; Elementary Secondary Education; Foreign Countries; Literature Reviews; Minority Groups; *Multicultural Education; Social Studies
IDENTIFIERS- *Canada

The purpose of this paper is to examine selected writings on the relationship of multiculturalism and school curricula in Canada. The promulgation of the Canadian Charter of Rights (1981), the Canadian Constitution (1983), and the Equality Now program (1984) led to increased multicultural concerns. The Equality Now program found that seven percent of the Canadian population are native peoples and Afro-Asians who believe they are denied equality of opportunity. Canadian scholars continue to debate the future focus of multicultural education, raise questions about its relationship to social justice, and suggest new methods of empowering the politically and educationally neglected minority groups. Visible minorities have used the political process to highlight various institutional insensitivities to cultural diversity. Additional research is needed concerning teachers' roles. A list of proposed multicultural activities for the Secretary of State, the proposed Ministry of Multiculturalism, the Canadian Council for Multicultural Education, governments, and school boards is included, along with a 27-item bibliography. (JHP)

ED 293 768 SO 019 056

Barger, Harry D.; And Others
Indiana Studies: Hoosier History, Government, and People. Unit I: Indiana, Territory and Statehood.
Indiana Council for Social Studies.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 85
NOTE- 108p.; For other units in this series, see SO 019 057-061. For the accompanying Teacher's Guide, see SO 019 062.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060)
DESCRIPTORS- American Indian History; *Citizenship Education; Constitutional History; Development; Geography; Secondary Education; Social History; Social Studies; State Government; *State History
IDENTIFIERS- *Indiana; Indiana (New Harmony)

Unit 1 of the six-unit Indiana state history series designed to be taught in Indiana secondary schools spans the period from the mid-1600s to 1880. Each of the three chapters is divided into short sections covering a topic in history, and questions at the end of the section reinforce learning. A timeline for each chapter is also provided. The formation of the land through glacial activity and the establishment of boundaries are described in the introductory section. Chapter 1 deals with the early settlement of Indiana. It looks at the personalities which arose from the conditions and demands of the times and examines the important governmental decisions and treaties with the Indians. Illustrations, personal profiles, and anecdotes are included to give the student a clearer picture of what life was like in territorial Indiana. Chapter 2 moves Indiana from territorial status to statehood. Major legislative acts passed by the U.S. Congress, which directly affected Indiana's quest for statehood, are put in chronological order. Chapter 3 covers the period from 1820 to 1850 in which the state capital was relocated from Vincennes to Indianapolis. The chapter also takes a look at early social experiments such as the New Harmony Commune. The major preoccupation with canal building and early roads and railroads is emphasized. The presidential campaign of 1840 is studied. (SM)

ED 293 799 SP 030 088

Pigge, Fred L.; Marso, Ronald N.
The Quality of Teacher-Education Students: Do Native and Transfer Students Differ?
PUB DATE- Feb 88
NOTE- 33p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (San Diego, CA, February 13-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aptitude; *Admission Criteria; *Affective Measures; *College Transfer Students; *Education Majors; Higher Education; Preservice Teacher Education; *Student Attitudes; Student Characteristics; Teacher Education Programs

The primary purpose of this study was to determine if transfer students reduced the quality of 547 prospective teachers who were beginning their teacher training at Bowling Green State University (Ohio) during either the spring semester of the 1984-85 or during the fall semester of the 1985-86 academic years. Aptitude, basic academic skills, and affective measurements were obtained and compared for the intra-institutional transfers (N=176), the inter-institutional transfers (N=48) and the native students (N=323). It was found that these three groups did not differ to any appreciable extent on the set of affective measures (anxiety, attitude, and concerns about teaching) but that there was a definite trend for the intra-institutional transfers to be superior to both the native and inter-institutional transfers, and for the native students to be superior to the inter-institutional transfer students on the aptitude (ACT) and achievement (CTBS) measures. It was concluded that the quality of teacher-education students may be reduced if late entrants to teacher training, and in particular inter-institutional transfers, are permitted to circumvent normal institutional admission procedures. (Author)

ED 293 815 SP 030 144

Kentta, William
Organizational Specialists in Public Schools: A Profile. Occasional Paper No. 2.
National Staff Development Council, Oxford, OH.
PUB DATE- 83
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Change Agents; Elementary Secondary Education; *Organizational Development; *Participant Characteristics; Program Development; *Recruitment; *School Cadres; Staff Utilization; Team Training; *Training Methods

This study reports on the findings of a survey conducted to determine why people join school Cadres and to determine the ways in which these groups recruit, select, and train new members. Fifty-two responses were received from Cadre organizations in Oregon, California, New York, Florida, and Idaho. A profile of the typical Cadre member includes information on the most common reasons for joining a Cadre, time allotments for Cadre work, influence as an individual and as a Cadre member on the school district, and personal characteristics. A discussion is presented on how Cadres select and train their new members. Some suggestions are made on improving the recruiting and training methods used by the typical Cadre. (JD)

ED 293 878 TM 011 468

Nasca, Donald
An Educators' Field Guide to CRT Development and Use in Objectives Based Programs.
PUB DATE- 17 Mar 88
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; *Criterion Referenced Tests; Elementary Secondary Education; Mastery Tests; Measurement Techniques; Norm Referenced Tests; Objectives; *Test Construction; Test Use

A basic understanding of criterion-referenced test (CRT) use and development is presented with definitions and characteristics of CRTs. The steps necessary to construct and validate a CRT, the appropriate use of CRTs, the historical development of CRTs, and terms used in conjunction with CRTs are discussed. The most common definition of a CRT is a sample of items yielding information directly interpretable with respect to a well-defined domain of tasks and specified performance standards. The major differences from norm-referenced tests are in development and interpretation. If a test has not been normed and the test items assess performance specified in objectives, it is a CRT. CRTs test only what has been taught and are curriculum aligned. CRTs are used to obtain examinee scores with some absolute meaning relative to a district curriculum. Validity, reliability, discrimination, and the degree of difficulty of CRTs are discussed. CRTs must be field tested on repeated occasions if initial use produces undesirable statistical properties. The possibility of repeated testing should be built into any plan for CRT development. A 38-item reference list is included. (SLD)

ED 293 891 TM 011 488

Shepard, Lorrie A.; And Others

A Case Study of the Texas Teacher Study: Technical Report. Project: Effects of Testing Reforms and Standards.

Arizona State Univ., Tempe.; California Univ., Los Angeles. Center for the Study of Evaluation.; Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.; Colorado Univ., Boulder.; National Opinion Research Center, Chicago, Ill.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 144p.
GRANT- OERI-G-86-0003
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Evaluation; Content Analysis; Cost Effectiveness; Elementary Secondary Education; *Licensing Examinations (Professions); *Literacy; *Minimum Competency Testing; Policy Formation; Press Opinion; Public Opinion; State Officials; *Teacher Certification; Teacher Evaluation; Test Validity
IDENTIFIERS- *Teacher Competency Testing; *Texas Examination Current Administrators Teachers

The Texas Examination of Current Administrators and Teachers is a basic literacy test that was administered to 202,000 practicing educators in March 1986. An in-depth case study was undertaken to examine the effects of the test as an instrument of educational reform and policy making. The two-year study involved 10 separate data-collection phases that included interviews with key legislators and aids; interviews with random samples of educators; personnel directors and state citizens; a compilation of Select Committee and legislative records; analyses of test results by categories of teachers; content analysis of newspaper stories; a survey of study materials; participant observation at test-preparation workshops; and cost analyses. Results of the study provide insights into the massive teacher preparation effort that preceded test administration, the high rate of successful completion of the test on the initial attempt, the test's effects on teacher morale and public confidence in state teachers, and the test's cost-effectiveness. Interview protocols used in the study are appended. (TJH)

ED 293 971 UD 026 162

Bynum, Alvin S.
Black Student/White Counselor: Developing Effective Relationships.
REPORT NO.- ISBN-0-944816-00-2
PUB DATE- 87
NOTE- 125p.
AVAILABLE FROM- Alexandria Books, Inc., 425 Rainbow Lane, Indianapolis, IN 46260-4607 ($9.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Black Attitudes; Black Culture; Black Education; Black Family; Black History; *Blacks; *Client Characteristics (Human Services); Counseling Techniques; *Counselor Attitudes; *Counselor Client Relationship; Counselor Training; Individual Counseling; Interpersonal Communication; Nondirective Counseling; Racial Relations; School Counseling; *Whites
IDENTIFIERS- *Cross Cultural Counseling; *Cultural Sensitivity

When students are culturally or racially different from their counselors, guidance and counseling services can be weakened: a counselor's limited cultural awareness will not produce effective interpersonal relationships. Empathic understanding and a good knowledge of a client generally will provide a springboard for good relationship development when the counselor and the client are of different racial backgrounds. This book provides a historical and cultural overview of the black student's world, and illustrates how to use this knowledge to enhance relationships between white counselors and black clients. White counselors can make a difference in black students' lives by helping them develop positive self-images and by creating supportive environments. Specific strategies and techniques are outlined. A holistic approach that recognizes all aspects of students' lives, including the influence of special family ties and the impact of black culture and tradition, should be used. Understanding individual students' goals, needs, and aspirations is paramount to establishing the type of relationship that is necessary to build mutual trust and respect. Suggestions are offered for changing attitudes and behavior that evidence the racial bias that exists to some degree in all white counselors. Appendices present a bibliography, a black history/life reading list, a community resource list, and a holistic process for academic counseling. An index is included. (BJV)

ED 293 784 SO 019 132

Hoge, John D.

Teaching History in the Elementary School. ERIC Digest No. EDO-SO-88-3.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 88
NOTE- 4p.
CONTRACT- RI88062009
AVAILABLE FROM- ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Creative Teaching; Educational Objectives; *Educational Research; Elementary Education; *Elementary School Curriculum; *History Instruction; Information Sources; Instructional Effectiveness; Literature; *Social Studies; Teaching Methods; *United States History

IDENTIFIERS- ERIC Digests

This ERIC Digest examines: (1) research related to the teaching and learning of history in elementary schools; (2) purposes of education in history; and (3) teaching practices to develop interest in and knowledge of history among students in elementary schools. Levstik (1986) stated that social studies educators should apply the techniques of "response to literature research" to history learning and explore the power of narrative in history. Renewed research on children's history learning ability based on schema theory, new trends in Piaget's developmental theory, the narrative approach, or other paradigms may start to provide the knowledge needed to refine and improve teaching practices. For young elementary students, an important purpose of history education is to make the past seem real, and study of the past can be used to illuminate the present. Instructional methods include: (1) using literature to enhance history instruction; (2) utilizing the sounds and images of videotapes, films, and filmstrips; and (3) using special experiences such as field trips, simulations, craft and model-building experiences, National History Day projects, and oral history projects. To aid teachers in history instruction, a list of references and ERIC resources is provided. (SM)

ED 293 833 SP 030 176

Ansah, S. L.
Functional Multicultural Education: Theory and Practice.
PUB DATE- Feb 87
NOTE- 39p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Houston, TX, February 14-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Literature; Cross Cultural Studies; *Cultural Awareness; *Cultural Differences; *Cultural Traits; Elementary Secondary Education; *Ethnicity; Ethnocentrism; *Literature Appreciation; *Multicultural Education

This paper discusses an approach to multicultural education aimed at sensitizing teachers and teacher trainees to diverse cultural patterns. This approach, which is called "Functional Multicultural Education", uses literary writings to emphasize awareness of the levels of cultural differences, both overt and pervasive, that exist in a pluralistic society. It involves an attitude change that results from conscious involvement and participation in a particular culture using literary materials. One of the techniques used to effect this kind of education is the "Literary Grid." This is used to identify the cultural elements in a given text using a matrix of six factors that determine the nature of the cultural elements in the text and identify how the cultural characteristics have been expressed. This technique is supplemented by the Rosenberg Inventory for evaluating cultural content of textbooks. Two learning modules are appended as well as references and Rosenberg's inventory for evaluating the treatment of minority groups and women in learning materials. (JD)

ED 293 864 TM 011 439

Pond, Marlene R.; Newman, Isadore
Differential Effects of Wait-Time on Textually Explicit and Implicit Responding: Interactional Explanation.
PUB DATE- Apr 88
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Elementary School Students; Elementary School Teachers; Grade 4; Intermediate Grades; Methods Research; Reader Response; Reading Ability; *Teaching Methods
IDENTIFIERS- *Wait Time

The effects of wait-time, the pause following a teacher question and the pause after a student response, on the length and number of student responses were analyzed at different cognitive levels. Data were obtained from 95 students in grade 4 and from 5 teachers using a wait-time of 5 seconds. Four oral discussion sessions by teachers and students on four stories from the Houghton-Mifflin Reading Series "Kaleidoscope" were recorded (yielding 48 recordings). Extended wait-time increased the number of correct responses to textually implicit material on standardized reading tests. No significant interaction was found between wait-time treatment and reading ability level for textually implicit questions. For textually explicit questions, wait-time did not increase the number of correct responses. Results indicate that not all types of learners benefit from wait-time under all conditions, but there does appear to be an advantage to increased time to consider questions. The success of the extended wait-time may have been due to the students' involvement in the strategy. Students need to be made aware of the wait-time strategy, have its value explained to them, and have the opportunity to use it throughout the school day. Eighteen pages of tables and five graphs are appended. (SLD)

ED 293 906 UD 025 696

Heyns, Barbara

Summer Programs and Compensatory Education: The Future of an Idea.

PUB DATE- Dec 86
NOTE- 34p.; In: Designs for Compensatory Education: Conference Proceedings and Papers (Washington, D.C., June 17-18, 1986); see UD 025 691.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; *Compensatory Education; Elementary Secondary Education; Evaluation Problems; Exceptional Persons; Federal Programs; Migrant Education; *Program Effectiveness; Remedial Programs; Research Problems; Summer Programs; *Summer Schools; Supplementary Education

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Sustaining Effects Study

The purpose of this paper is two-fold: first, to summarize the deficiencies of data available on summer schools; and second, to provide a context for analyzing and interpreting the results from the several evaluations that do exist. The paper also reviews the studies that have been completed on summer schools and takes a closer look at the following four programs: (1) Head Start; (2) Chapter 1 Regular (i.e., programs for regular term students served by the Education Consolidation and Improvement Act of 1981); (3) Chapter 1 Migrant; and (4) Programs for the Handicapped. On the whole, there is little information on existing summer school programs. This absence of appropriate comparisons means the following is lacking: information on how compensatory education programs change the educational context, and a valid model of learning rates over time. The best evidence that does exist on the effectiveness of summer programs suggest that they are not unequivocally successful. The two major problems tend to be that the programs are short, voluntary half-day interventions with little semblance to regular programs; and that there are no clear criteria for effectiveness. Two graphs demonstrating student improvement and 79 references are included. (PS)

ED 293 918 UD 025 708

Doyle, Walter
Vision and Reality: A Reaction to Issues In Curriculum and Instruction for Compensatory Education.
PUB DATE- Dec 86
NOTE- 14p.; In: Designs for Compensatory Education: Conference Proceedings and Papers (Washington, D.C., June 17-18, 1986); see UD 025 691.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Compensatory Education; *Disadvantaged; Educational Objectives; *Grouping (Instructional Purposes); Individual Differences; *Instructional Effectiveness; Low Achievement; Mastery Learning; Minimum Competencies; Program Design; Remedial Instruction; *Teaching Methods
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

This conference reaction paper tracks some of the common themes that run through five papers presented at the same conference at the session on curricular and instructional issues in compensatory education with special reference to Chapter 1 of the Education Consolidation and Improvement Act of 1981. The reaction paper attempts to interpret the diverse lines on inquiry represented in the five research papers and establish a general framework for thinking about compensatory education programs. It focuses on basic conditions that seem to account for how instructional effects are achieved. The five papers make a case that the conventional wisdom of instructional design for compensatory education is wrong. Mastery-type plans with their emphasis on small steps through the content may prepare students to do well on standardized achievement tests, but the validity of that criterion for judging what students know and are able to do is questionable. Compensatory students are getting higher scores on standardized tests, but their ability to do schoolwork independently is not improving. These papers suggest that the instructional designs typical of compensatory education fragment the educational experiences of students and, thus, fail to provide them with the coherent mental representations necessary to do schoolwork. This effect appears to be especially pronounced when students are grouped apart from their peers for remedial instruction. These conclusions point to a need for redirection at the level of curriculum and instruction. That redirection is likely to require a fundamental change in how Chapter 1 is designed and administered. A list of references is included. (PS)

ED 293 931 UD 025 982

First Annual Report on Hispanic Concerns.

New York City Office of the Mayor, N.Y.

PUB DATE- Sep 87
NOTE- 189p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disadvantaged; Economic Opportunities; Educational Improvement; Equal Opportunities (Jobs); High Risk Persons; *Hispanic Americans; *Municipalities; *Public Policy; Quality of Life; Social Agencies; *Social Bias; Urban Demography; *Urban Problems
IDENTIFIERS- *New York (New York)

This first annual report on Hispanic concerns in New York City offers a demographic analysis of Hispanics in the city and highlights new initiatives that respond to the 1986 recommendations of the Mayor's Commission on Hispanic Concerns. Programs have been implemented and planned for this growing segment of the population in the following areas: (1) immigration; (2) education; (3) economic development; (4) housing; (5) a public benefit corporation to facilitate purchase of city-owned buildings and participation in other city projects; (6) private sector employment; (7) employment in city government; (8) health and mental health; (9) criminal justice; (10) city services; and (11) city language services. The programs, accompanied by the appropriate policy initiatives, are meant to serve a very diverse Hispanic community from many countries in the Caribbean and Central and South America. Since it is important to understand the differences among these groups, research will be undertaken to highlight differences, especially between Puerto Ricans and other Hispanics. Every sector of the city and all types of city services will be reviewed for adequacy in addressing the special concerns of these populations. (VM)

ED 293 945 UD 026 131

Gael, Young Fine
Moving Away From Homelessness.
Council of Europe, Strasbourg (France).
REPORT NO.- CEJ/HOMY-87-7
PUB DATE- 29 Sep 87
NOTE- 25p.; Paper presented at Symposium on "Shut Out Youth" (Strasbourg, France, October 25-30, 1987). For other symposium documents, see UD 026 126-133.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Policy; *Foreign Countries; Health Needs; *Homeless People; *Housing; *Housing Needs; Population Trends; Poverty; *Public Policy; Social Planning; Social Problems; *Youth
IDENTIFIERS- *Ireland; Vagrancy

This discussion document from a symposium on shut out youth attempts to heighten awareness of the housing problems experienced by youth in Ireland. It is based on information obtained from a questionnaire sent to voluntary organizations working in local areas. It focuses on homelessness and its related issues of health, education, and the environment. The ten chapters are the following: (1) Introduction; (2) Who Are the Homeless? (3) Pointers to the Basic Needs of Homeless People; (4) Immediate Legislative and Administrative Reforms; (5) Young People and Homelessness; (6) A New Approach to Housing; (7) The European Dimension; (8) The UN International Year of Shelter for the Homeless; (9) Review of Young Fine Gael's Questionnaire; (10) Summary of Young Fine Gael's Recommendations. Three appendices include the survey instrument, response to a housing bill, and a summary of a basic income scheme. A bibliography is provided. (VM)

ED 293 958 UD 026 146

Plato, Kathleen; And Others
A Study of Categorical Program Participation of Chapter 1 Students.
Washington Office of the State Superintendent of Public Instruction, Olympia.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Sep 86
NOTE- 157p.
CONTRACT- 400-86-0027
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Age Differences; American Indians; Asian Americans; Attendance; Bilingual Students; Black Students; *Compensatory Education; Day Care; Early Experience; Elementary School Students; Elementary Secondary Education; *Federal Programs; Hispanic Americans; Mainstreaming; Mathematics Achievement; Migrant Children; *Minority Group Children; Program Effectiveness; Program Evaluation; Racial Differences; Reading Achievement; School Holding Power; Secondary School Students; Sex Differences; Student Attitudes; Student Behavior; *Student Characteristics; Student Evaluation; *Student Participation; White Students
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1;

*Service Delivery Assessment

This study reviews the extent to which students served by Chapter 1 also received services from other categorical programs. In addition, the characteristics and achievement levels of the singly and multiply served students were reviewed. Findings include the following: (1) children served in two programs are usually served in two different subjects; (2) Chapter 1 migrant students are more likely served by more than one program than Chapter 1 regular students; (3) multiply-served students scored lower in reading and mathematics than did singly-served students; (4) there is a dramatic decrease in special program services in grades 8 and 10 even though test scores at those grades show that students do not have a decreased need for such services; (5) students served in categorical programs are older and more likely male than students not served; (6) multiply-served students tend to be older than singly-served students; (7) Hispanics dominate the Chapter 1 migrant population, and Asians dominate the bilingual population; (8) self-reported absentee rates among special program students do not differ from those of the general population; (9) special program students are less likely to have preschool experiences or day care than the general population; (10) evidence of behavioral problems were present in the records of both the singly- and multiply-served child; and (11) students served by one special program appear to be experiencing only moderate academic difficulty; multiple services were reserved for the most seriously troubled students. Data are presented on 66 tables and figures. Appendices present the survey instruments. (BJV)

ED 293 816 SP 030 145

Smith, Richard J.; Dauer, Velma
An Inservice Program for Elementary Teachers: A Description.
Occasional Paper No. 3.
National Staff Development Council, Oxford, OH.
PUB DATE- 83
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; *Inservice Teacher Education; *Needs Assessment; *Participative Decision Making; Program Development; *Program Effectiveness; Program Evaluation; Reading Instruction

The inservice program described in this paper was a successful attempt to help 30 teachers from kindergarten through grade six learn together, plan together, and experience the satisfaction that comes from improving classroom reading programs. A description of the format of the program emphasizes the importance of providing for the individual differences of the participants, specificity of the teaching strategies demonstrated, and effective leadership. The program was evaluated by means of activity log sheets written by the participants, and a questionnaire submitted at the end of the program asking for opinions on the most helpful elements of the program, a rating of the program on a 5-point scale, and comments on how the program may be improved. (JD)

ED 293 849 TM 011 391

Jorde-Bloom, Paula
Professional Orientation and Structural Components of Early Childhood Programs: A Social-Ecological Perspective.
PUB DATE- Apr 88
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Day Care Centers; *Early Childhood Education; *Organizational Climate; Organization Size (Groups); Professional Development; Social Environment; Supervisors; Teacher Aides; *Teacher Motivation; Vocational Adjustment; Work Environment
IDENTIFIERS- *Professional Orientation

A 1987 study, which involved 26 male and 805 female early childhood workers from 85 center-based programs in 20 states, was conducted to develop a social-ecological perspective on professional orientation and job satisfaction and on structural components of early childhood programs. Professional orientation is characterized by a person's emphasis on growth/change, knowledge-based skill, decision-making autonomy, reference-group orientation, goal achievement, and loyalty to clients/professional associates. Central to this social-ecological perspective is the "goodness of fit" between the person's needs and the setting's demands. The sample included 242 classroom assistants, 473 teachers or head teachers, and 116 administrators or supervisors. A five-page questionnaire was developed to measure the structural components of program size, legal structure, and type as well as the professional orientation of the centers and each person. Results confirm that persons are clearly influenced by the professional orientation of their work environment. However, further analysis is needed to understand the interaction effects of different combinations of the structural components if the results would be similar when controlling for the persons' role. (TJH)

ED 293 754   SO 018 720

DePorte, A. W.

France: The Challenges of Renewal. Headline Series #282.
Foreign Policy Association, New York, N.Y.
REPORT NO.- ISBN-0-87124-116-1
PUB DATE- Oct 87
NOTE- 66p.
AVAILABLE FROM- Foreign Policy Association, 729 Seventh Ave., New York, NY 10019 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Change; Economics; Foreign Countries; *Foreign Policy; Futures (of Society); *Government (Administrative Body); History; Innovation; Nationalism; Politics; *Public Policy
IDENTIFIERS- *France; Political Parties

France has responded well to the social, economic, and political challenges which began when that nation was defeated by Germany in 1940. Two major challenges have been to limit internal quarrels which reduce the nation's ability to handle current issues and to accept the fact that France is no longer the greatest power in Europe. Chapter 1 explores these challenges from an historical perspective, while chapter 2 considers the state of the nation in terms of socialist rule, the president, the prime minister, the parliament, political parties, and right wing government. Problems within the French economy are explained in chapter 3, and potential solutions from both the left and right are suggested. Chapter 4 examines methods of promoting national interests through four policies: (1) continuity; (2) change; (3) cooperation with other countries; and (4) strategies for national security. Chapter 5 projects possible political outcomes for the next few years and states that France's foreign policy will depend on external circumstances largely outside its control and the ability of the political system's leaders to make correct decisions. Discussion questions for students or community groups and an 11-item bibliography of additional readings conclude this work. (JHP)

ED 293 769   SO 019 057

Barger, Harry D.; And Others
Indiana Studies: Hoosier History, Government, and People. Unit II: Constitutional Crisis and Change.
Indiana Council for Social Studies.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 85
NOTE- 107p.; For the other units in this series, see SO 019 056-061. For the accompanying Teacher's Guide, see SO 019 062.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060)
DESCRIPTORS- Citizenship Education; *Constitutional History; *Governmental Structure; *Government Role; Secondary Education; Social Studies; *State Government; *State History
IDENTIFIERS- Constitutional Conventions; *Indiana

The three chapters in Unit 2 of a six-unit series on Indiana state history designed to be taught in Indiana secondary schools chronicle the need for rewriting the Constitution of 1816, the events of the Constitutional Convention of 1850-51, and the details of the new constitution. Chapter 1 explains the reasons that Hoosiers wanted a new constitution. After a rapid population increase in Indiana, the Constitution of 1816 ceased to meet the needs of the new state, and many Hoosiers felt that the government created by the 1816 Constitution was not democratic enough. Chapter 2 details the events of the Constitutional Convention of 1850-51. The delegates met in Indianapolis to write the new constitution, which was based largely on the previous constitution and the U.S. Bill of Rights. The new constitution made the state government more democratic by extending the franchise to all white males. Chapter 3 analyzes features of the Constitution of 1851. The government under the new constitution is studied including a look at how the General Assembly makes laws, provisions for the executive branch, and changes in the judicial branch of government. (SM)

ED 293 800 SP 030 090

Oja, Sharon Nodie
Future Prospects for Collaborative Models of Teacher Education: A Collaborative Approach to Leadership in Supervision.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Oct 87
NOTE- 18p.; Paper presented at the Regional Holmes Group Fall Conference (Boston, MA, October 30, 1987). For a related document, see ED 292 754.
CONTRACT- 400-85-1056
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; *College School Cooperation; Developmental Stages; Elementary Secondary Education; Higher Education; *Leadership Training; *Principals; Program Development; *Supervisory Training
IDENTIFIERS- Holmes Group Report

The Collaborative Supervision Project involving the University of New Hampshire and several public schools is described. This paper addresses the university teacher education interest in enhancing supervisory effectiveness and the teacher education faculty during the initial planning stages and the development, demonstration, and dissemination years of the project. A description is given of the context of the collaborating school district. A directive from the superintendent to the principals in the district to investigate different models of supervision resulted in two years of self-study of supervisory effectiveness. This led to the school district's interest in joining with the teacher education faculty to mutually develop a program which would address supervision issues. Successful practices are described and the way in which the project addresses some of the Holmes Group goals is summarized. (JD)

ED 293 879 TM 011 473

Catterall, James S.

Dropping out of School as a Process: Implications for Assessing the Effects of Competency Tests Required for Graduation. Effects of Testing Reforms and Standards. Working Draft.

California Univ., Los Angeles. Center for the Study of Evaluation.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jun 86

NOTE- 38p.

GRANT- OERI-G-86-0003

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Failure; Dropout Research; *Dropouts; *Graduation Requirements; High Schools; *High School Students; Low Achievement; *Minimum Competency Testing; Minority Groups; Models; Student Motivation; Test Bias

A model depicting dropping out of high school as a process is presented. Against a longitudinal mapping of student experiences, questions about standards or exit tests are addressed. Existing research on dropouts provided the empirical basis for the model. The central features of the model are the academic and social systems of the school. Individual student characteristics also enter the model and reinforce its longitudinal character. Existing research provides data on student characteristics common to dropouts, in-school performance and behaviors prior to leaving, attitudes about school and leave, and a limited range of out-of-school activities. These findings are integrated into the model. Based on the application of the model, it appears that: (1) dropping out is the result of a lengthy process; (2) minimum competency graduation tests may play a pivotal role; (3) some such tests are notorious for failing a disproportionate number of minority students; (4) the attitude of school staff toward low achieving students is also crucial; and (5) research statistics on minimum competency tests is spotty. One flowchart and two tables are appended. (TJH)

ED 293 892 TM 011 491

Herman, Joan
Multilevel Evaluation Systems Project. Final Report.
Arizona State Univ., Tempe.; California Univ., Los Angeles. Center for the Study of Evaluation.; Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.; Colorado Univ., Boulder.; National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 122p.; This report was prepared by the Center for the Study of Evaluation in collaboration with the University of Colorado, the National Opinion Research Center at the University of Chicago, and Arizona State University. A paper entitled "Evaluation for School Improvement: Try-Out of a Comprehensive School-Based Model" and "Structuring, Management and Analysis of Multi-Level Evaluation System Data" (A. Long) are presented.
GRANT- OERI-G-86-0003
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Simulation; Computer Software; Database Management Systems; *Databases; *Decision Making; *Educational Assessment; Evaluation Methods; Microcomputers; Organizational Climate; Outcomes of Education
IDENTIFIERS- *Multilevel Evaluation Systems Project

Several studies were conducted in 1987 by the Multilevel Evaluation Systems Project, which focuses on developing a model for a multi-purpose, multi-user evaluation system to facilitate educational decision making and evaluation. The project model emphasizes on-going integrated assessment of individuals, classes, and programs using a variety of indicators of educational quality and student outcomes. A prototype has been developed and refined through action research in collaboration with teachers, principals, and district decision makers in five school districts. In the process of developing a prototype microcomputer-based information system, the project studied issues related to the optimal content of information systems, the composition of quality indicators, useful reporting strategies for various levels, and the socio-organizational factors influencing the system's utility. During the first year of the project, through development and testing of the model, experience was gained in technical issues of implementation, including development of prototype computer software using the d-Base III-Plus package. Extensive documentation

of prototype computer software for implementing the system is provided, and 11 figures are appended. (TJH)

ED 293 972 UD 026 163

Ascher, Carol
High School Graduates in Entry Level Jobs: What Do Employers Want? ERIC/CUE Digest Number 40.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 88
NOTE- 4p.
CONTRACT- OERI-R188062013
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Basic Skills; Business Skills; Communication Skills; *Education Work Relationship; *Employer Attitudes; Employment Interviews; *Employment Potential; Employment Qualifications; High School Graduates; *Interpersonal Competence; Interpretive Skills; *Job Skills; Labor Market; Mathematics Skills; Study Skills; Work Experience; Writing Skills
IDENTIFIERS- *Entry Level Skills; ERIC Digests

Employers cite the following skills as important for both blue- and white-collar entry-level workers: (1) employee application and interview skills; (2) work-related social skills and habits, especially communication and interpersonal skills; (3) basic academic skills, particularly in reading, mathematics, writing, and problem solving/reasoning; and (4) vocational skills, especially manual/perceptual skills. Although employers look for a high school diploma, they appear to be less interested in grades or competency than in previous work experience. For most entry-level work, employers want an employee competent in the basic skills; they generally do not seek more advanced reading, writing and thinking skills. In fact, work-related social skills and habits are as important to employers as the basic skills: workers should present themselves well; be enthusiastic, responsible, cooperative, disciplined, flexible, and willing to learn; and show a general understanding of the workplace and business world. However, workers with these attributes are scarcer than those with the required core of academic skills. While schools should certainly develop higher order academic skills in all students, they should also ensure that students learn all the basic social and academic skills needed for an entry level job. A list of references is included. (BJV)

ED 293 785　　SO 019 133

Patrick, John J.
The U.S. Constitution in Today's World.
PUB DATE- 25 Mar 88
NOTE- 16p.; Paper presented at the Great Lakes Regional Convention of the National Council for the Social Studies (Oconomowoc, WI, March 24-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; Civil Liberties; *Civil Rights; *Constitutional History; *Constitutional Law; Social Studies; Teaching Methods; United States Government (Course); United States History; World History
IDENTIFIERS- Constitutional Government; Constitutions; Majority Rule; *United States Constitution

A comparative study of constitutions and governments in world history is a key to deeper understanding of the U.S. Constitution. While many countries have constitutions, the United States is among a minority of nations in today's world that has a constitutional government. Many nations' constitutions truly guarantee few protections of individual rights and liberties. Instruction about the U.S. Constitution should focus on the basic constitutional principals in historical, comparative, and global perspectives. Every critical issue of U.S. constitutional history can be reduced to the question of how to balance power and liberty in government. The paradoxical relationship of majority rule with minority rights is a special instance of how to balance power and liberty in a government that is both strong and limited. In a free government there are inherent tensions between power and liberty, majority rule and minority rights, the claims of the individual, and counter claims of the community. These tensions inevitably raise issues that could result in constitutional changes. In responding to these issues of change, a major responsibility of U.S. citizens is to conserve the constitutional values and principles that have served the nation. (SM)

ED 293 817 SP 030 146

McNergney, Robert; And Others
Using Survey Research To Guide Staff Development Policy and Programs. Occasional Paper No. 4.
National Staff Development Council, Oxford, OH.
PUB DATE- 83
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Inservice Teacher Education; Needs Assessment; Policy Formation; *Program Development; Questionnaires; *Research Utilization; Staff Development; *Teacher Attitudes; *Teacher Effectiveness

This study used a questionnaire designed to assess teachers' and administrators' perceptions of teaching performance and their perceptions of the importance of various teaching knowledges and skills. The purpose of the study was to suggest how survey research can be used to examine teachers' perceptions of their performance in context and in comparison to their own values and to the values of administrators, as well as in comparison to administrators' assessments of teacher performance. Making such comparisons is seen as one way to identify what needs exist for instructional support in a particular district or school. Comparing teaching performance and values makes it possible to identify areas of agreement and discrepancy on what teaching performance is and what is valued by the school administration. Findings of the survey revealed that in some cases, things that teachers felt they did well were in skill areas that were not highly valued by administrators. A discussion is presented on how such areas of discrepancy can serve as focal points for the formulation of staff development policies and programs. (JD)

ED 293 834 SP 030 177

Yoder, John H.; Evans, Max W.

Performance of Three Cohorts of Students Enrolled in a Degree Programme in the Department of Primary Education at the University of Botswana.

PUB DATE- 88
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Career Development; *Developing Nations; *Educational Background; Foreign Countries; Higher Education; Predictor Variables; Program Effectiveness; *Student Characteristics; *Teacher Certification; *Teacher Education Programs
IDENTIFIERS- *Botswana

The problem of meeting the demands of a rapidy expanding educational system is a common one to many developing nations. A major component of the problem lies in the fact that many of the teachers presently in the schools lack the necessary educational background that would permit them to enroll in advanced level programs in order to upgrade their qualifications. The problem has been addressed by various mature age entry programs in which students without the usual academic credentials may qualify for university entrance. This paper describes the Bachelor of Education Program in Primary Education at the University of Botswana, and looks at some of the entering characteristics of those students who constitute the first three intakes into the program and who have by now completed it. The major focus of the paper documents the academic performance of those students during the program and makes tentative comparisons of their performance with those of students in a non-mature entry program. Entry characteristics are examined for predictors of success in the program. The paper concludes with a discussion of implications for this and similar mature age entry programs. (JD)

ED 293 865 TM 011 440

Rudner, Lawrence M.; Eissenberg, Thomas E.

Standard Setting Practices for Teacher Tests.

PUB DATE- Apr 88
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 6-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cutting Scores; Minimum Competency Testing; *Pass Fail Grading; *Scoring; *State Standards; *Teacher Certification; Teacher Qualifications; Testing Programs
IDENTIFIERS- *NTE Core Battery; *Standard Setting; Teacher Competency Testing

Standard setting practices in states using the NTE (formerly the National Teacher Examinations) were examined for 1987. The NTE is composed of two segments: (1) a Core Battery covering the communication skills and general knowledge skills; and (2) a test of professional knowledge about teaching. The processes used to establish passing scores for teacher tests, recommended study scores, scores established by the states, and implications of the passing scores are discussed. Each state determined the level of performance expected of a minimally qualified applicant for certification through establishment of a "study score" that a minimally qualified individual would obtain if a test were perfectly valid. The computed passing score takes errors of measurement into account. Twelve of 14 states using the NTE Core Battery adjusted passing scores below study scores. Passing scores ranged from 630 to 657, averaging 8 points below study scores. The average passing score on the professional knowledge examination of the NTE is 47 of 104 items, which is scarcely higher than chance. Practical considerations of candidate availability seem to preclude higher standards, but there is an apparent conflict between the stated goals of teacher certification testing programs and current passing standards. (SLD)

ED 293 919 UD 025 709

de Kanter, Adriana; And Others
Parent Involvement Strategies: A New Emphasis on Traditional Parent Roles.
PUB DATE- Dec 86
NOTE- 24p.; In: Designs for Compensatory Education: Conference Proceedings and Papers (Washington, D.C., June 17-18, 1986); see UD 025 691.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Compensatory Education; *Disadvantaged; Educational Objectives; Elementary Education; Family Influence; Federal Programs; *Individual Characteristics; Individual Needs; Low Achievement; Parenting Skills; *Parent Participation; *Parent School Relationship
IDENTIFIERS- Elementary Secondary Education Act Title I

This paper proposes a new emphasis on home-based parental involvement, one that takes a realistic approach to the roles accessible to parents of low-achieving children, given potential limitations on their skills and time. This approach is based on encouraging parents to use everyday activities in the home to develop in their children behavior and attitudes that promote academic achievement in school. This approach differs from that endorsed in past legislation for low-income parents of children served by Title 1 of the Elementary and Secondary Education Act.

The paper begins with a discussion of the role of the federal government in parental involvement. Then it describes the characteristics of low achievers over which parents can exert influence and which research shows can affect student achievement. The next section considers what schools and communities could do to foster a realistic approach to parent involvement, including the teaching of fundamental values consistent with those that children learn at home. The following steps are suggested: (1) informing parents of the specific instructional objectives for the child; (2) reporting to the parents on each child's program; (3) providing materials and suggestions to parents to help them promote the education of their children at home; and (4) consulting with parents about how the school can work with them to achieve the program's objectives. A list of references is appended. (PS)

ED 293 932 UD 025 983

Report of the Mayor's Commission on Hispanic Concerns.

New York City Office of the Mayor, NY. Commission on Hispanic Concerns.

PUB DATE- 10 Dec 86
NOTE- 562p.; For the response document, see UD 025 984. Some pages contain light, broken type.
AVAILABLE FROM- Mayor's Office-Hispanic Affairs, 52 Chambers Street, Room 318, New York, NY 10007.
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disadvantaged; Economic Opportunities; Equal Opportunities (Jobs); High Risk Persons; *Hispanic Americans; Municipalities; *Public Policy; Quality of Life; Social Agencies; *Social Bias; *Social Differences; Urban Demography; *Urban Problems
IDENTIFIERS- *New York (New York)

In 1985 Mayor Edward Koch of New York City appointed a commission to address the concerns of Hispanics. This document is the report of that commission. It describes some of the special problems experienced by Hispanics and sets forth specific recommendations for the city to consider in order to enhance the quality of life for Hispanics. The areas of major concern are the following: (1) education; (2) economic development; (3) housing; (4) an Hispanic public benefit corporation to facilitate purchase of housing and use of city services; (5) private sector employment; (6) employment in New York City Government; (7) health; (8) criminal justice; (9) delivery of city services; and (10) city language services. It was found that general living conditions of disadvantaged Hispanic New Yorkers were deteriorating rapidly. Since the recommendations of several other reports on Hispanics had not been implemented, specific suggestions about implementation and monitoring are presented. The city is urged to publicize up-to-date information on the Hispanic community because of the number of officials and agencies that are uninformed or insensitive to the problems of this community. The mayor is urged to hold officials and agencies accountable for what they do or fail to do in the area of Hispanic concerns. (VM)

ED 293 946 UD 026 132

Burton, Paul
The Housing Problems of Young People in European Cities.
Council of Europe, Strasbourg (France).
REPORT NO.- CEJ/HOMY-87-2
PUB DATE- 28 Aug 87
NOTE- 11p.; Paper presented at Symposium on "Shut Out Youth" (Strasbourg, France, October 25-30, 1987). For other symposium documents, see UD 026 129-133.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Policy; *Foreign Countries; *High Risk Persons; Homeless People; Homeowners; Housing Industry; *Housing Needs; Marriage; Social Values; Socioeconomic Status; Unemployment; *Urban Problems; *Young Adults; Youth Problems
IDENTIFIERS- *England; *Europe

Problems faced by young people seeking housing are examined. Detailed information is given for England and implications are drawn for other western European countries. The paper reviews some of the major social trends for youth. Routes out of the parental home are described in terms of demographic data and socioeconomic values. It is shown that young people are now confronting the housing market with fewer resources than in the past. Three sectors of the housing market--private, public, and semi-public--are defined. The cost of home ownership is prohibitive to most young persons and many landlords are reluctant to rent to them. They lose out to other categories of people who are wealthier and considered more stable. The conclusions include the following: (1) young people are victims of economic policies which permit high unemployment; (2) they are victimized by housing policies that are intended to increase home ownership; (3) they are victims because of their age and resultant inability to be eligible for various public housing programs; and (4) age discrimination is at work in many instances. A 20-item list of references is included. (VM)

ED 293 755 SO 018 723

Furlong, Partick J.; And Others
We the People: Indiana and the United States Constitution. Lectures in Observance of the Bicentennial of the Constitution.
Indiana Historical Bureau, Indianapolis.
REPORT NO.- ISBN-0-87195-007-3

PUB DATE- 87
NOTE- 140p.
AVAILABLE FROM- Indiana Historical Society, 315 West Ohio Street, Indianapolis, IN 46202 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Collected Works - General (020)
DESCRIPTORS- *Constitutional History; *Constitutional Law; *Laws; Local Issues; Local Legislation; Speeches; State Action; State Legislation
IDENTIFIERS- Bicentennial; *Indiana; *United States Constitution

These lectures, presented in observance of the U.S. Constitution bicentennial celebration, consider selected constitutionally significant law cases that occurred in Indiana. These cases are representative of U.S. constitutional development and of the relationship of Indiana to the U.S. Constitution. Patrick Furlong, in "The South Bend Fugitive Slave Case," illustrates the dangers and difficulties that occur when moral imperatives conflict with legal duties. In "Ex Parte Milligan: A Curb of Executive and Military Power," Alan Nolan states that a reversal of a conviction of treason by a military court during the Civil War occurred on the grounds that military courts lacked power to try civilians as long as civil courts were functioning. Kenneth Stevens considers the question of obscenity in "The Kinsey Customs Case and Constitutional Law," and Emma Lou Thornbrough, in "The Indianapolis School Busing Case," discusses that city's decision to eliminate school segregation. "Bible Biology: Hendren v. Indiana Textbook Commission," by Irving Fink, focuses on the issue of evolution versus creationism, while David Papke offers conceptualizations and examples that develop three concepts of the Constitution: icon, as text, and as law, in "Conceptualizing the Constitution: Lessons from and for Indiana History." (JHP)

ED 293 770 SO 019 058

Barger, Harry D.; And Others
Indiana Studies: Hoosier History, Government, and People. Unit III: From Sectional Division to Political Unity.

Indiana Council for Social Studies.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 85
NOTE- 118p.; For the other units in this series, see SO 019 056-061. For the accompanying Teacher's Guide, see SO 019 062.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060)
DESCRIPTORS- Citizenship Education; Civil War (United States); Political Influences; Political Issues; Secondary Education; *Slavery; *Social History; Social Problems; Social Studies; *State Government; *State History; United States History
IDENTIFIERS- *Indiana

Unit 3 of a six-unit series on Indiana state history designed to be taught in Indiana secondary schools tells the story of Indiana from 1829 to 1908. Chapter 1 discusses national issues in an Indiana context. The effects of social movements such as Abolition, the underground railroad, and the Fugitive Slave Law on Indiana politics are examined. The events leading up to the Civil War and how they impacted on Indiana are also highlighted in this chapter. The Civil War years are the subject of Chapter 2. Chapter 3 shows the relationship between Indiana politics and the national political scene. Issues concerning large campaign funds spent in Indiana in the 1880 election and attempts to control the problem of excessive political spending are discussed, as are the Indiana manifestations of various social issues of the second half of the 19th century such as women's suffrage, the temperance movement, and vigilante groups. (SM)

ED 293 801 SP 030 096

Mishima, Paula
The California Teacher Trainee Program: A Review.
California State Office of the Legislative Analyst, Sacramento.
PUB DATE- Mar 87
NOTE- 18p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cost Effectiveness; *Educational Certificates; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Program Effectiveness; *Teacher Certification; *Teacher Shortage; Training Methods
IDENTIFIERS- *Alternative Teacher Certification; *California

Faced with the probability of a future shortage of teachers, the State of California has been exploring possibilities for increasing the number of qualified personnel for the schools. One of the options considered was providing alternative routes of entry into the teaching profession. The Commission on Teacher Credentialing (CTC) evaluated one alternative, the Teacher Trainee program, in order to determine, among other things, how the caliber of teacher trainees compared to that of other beginning teachers. It was suggested that, based on the findings of the study, the Legislature might wish to provide additional incentives for school districts to use this option as a means of increasing the supply of qualified teachers. The first chapter of this report provides background information on the Teacher Training program. Chapter 2 contains an analysis of the cost-effectiveness of the CTC study. In Chapter 3, an outline is presented of options for expanding the program. (JD)

ED 293 850 TM 011 394

Kapel, David E.; And Others

Psychological and Social/Emotional Fitness for Teacher Education Students: A National Survey of Current Practices.

PUB DATE- Apr 88

NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Higher Education; Mental Health; *National Surveys;

*Preservice Teacher Education; Psychological Characteristics; Teacher Characteristics; Teacher Education; *Teacher Qualifications

IDENTIFIERS- *National Council for Accreditation of Teacher Educ

The national survey focused on whether there is a standard set of practices with regard to establishing the psychological and social/emotional fitness of teacher candidates. Another focus of the study was to assess whether there are differences between National Council for Accreditation of Teacher Education (NCATE) and non-NCATE approved institutions as related to these issues. A total of 161 institutions responded to the survey (106 NCATE, 55 non-NCATE), representing 58.55% of the institutions that were sent instruments; all but one state was represented in this study. Most of the states do not require evidence of the psychological and social/emotional fitness of future teachers. However, most institutions do consider such fitness; few use formal instruments or procedures in their assessments. "Overall stability" and the "ability to function in the classroom" were most often mentioned by the subjects as important elements of psychological and social/emotional fitness. Although the NCATE and non-NCATE institutions responded similarly to many of the items, differences in several notable areas were attributed to their sizes (large public and small private, respectively). Questions about assessment and assessment procedures used by institutions preparing teachers are discussed. Four tables are appended. (Author/SLD)

ED 293 880 TM 011 474

Baker, Eva L.; And Others
Report of State Level Activities: Guidelines for the RFP Process and Selected Technical Issues in Large-Scale Assessment Programs Report of State Level Activities. Project: Monitoring the Implementation of Testing and Evaluation Innovations.

Arizona State Univ., Tempe.; California Univ., Los Angeles. Center for the Study of Evaluation.; Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.; Colorado Univ., Boulder.; National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 81p.
GRANT- OERI-G-086-0003
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- Administrative Policy; Contracts; *Educational Assessment; Educational Finance; Educational Innovation; *Evaluation Methods; *State Programs; Test Construction; *Testing Programs
IDENTIFIERS- *Requests for Proposals

Guidelines for evaluating responses to requests for proposals (RFPs) for state-level educational assessment programs are presented. The guidelines articulate key choice points, options, and considerations by state (and district) testing directors as they solicit services for large-scale assessment from commercial testing companies. Focus is on broadening the scope of issues and concerns that state and district testing officers consider in preparing RFPs for large-scale testing programs. Components that must be considered in dealing with the RFP process include: (1) planning approaches; (2) communications with bidders; (3) the RFP structure; (4) the review process; and (5) issues associated with equating portions of RFPs, item bias portions of RFPs, and content validity portions of RFPs. (TJH)

ED 293 907 UD 025 697

Cooper, Harris M.

Chapter 1 Programs Reduce Student-To-Instructor Ratios but Do Reduced Ratios Affect Achievement?

PUB DATE- Dec 86
NOTE- 24p.; In: Designs for Compensatory Education: Conference Proceedings and Papers (Washington, D.C., June 17-18, 1986); see UD 025 691.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Class Size; *Compensatory Education; Educationally Disadvantaged; Elementary Secondary Education; Federal Programs; Instructional Effectiveness; Low Achievement; *Outcomes of Education; Program Effectiveness; Small Group Instruction; *Teacher Student Ratio; *Time on Task
IDENTIFIERS- Allocated Learning Time; Education Consolidation Improvement Act Chapter 1

This paper examines the research on how student-to-instructor ratio effects influence schooling, with particular attention to how the research relates to low-achieving children. It also summarizes the conclusions of several existing reviews of literature on: the effects on schooling outcomes of class or instructional group size; and scheduled, instructional, or engagement time. Findings include the following: (1) Reduced class size appeared to be most efficacious with low-ability or disadvantaged students when reductions were in the range typically associated with programs administered under Chapter 1 of the Education Consolidation and Improvement Act of 1981. (2) Such reductions can lead to better student and teacher attitudes and morale and to an enrichment of the core curriculum. (3) Increases in allocated, instructional, and engaged time lead to increases in learning. (4) Allocated time shows a lesser relation to achievement than more proximal time measures. (5) The greater amount of allocated time given to Chapter 1 students may serve to lessen an advantage that more able students possess because they generally spend more time engaged in appropriate tasks. (6) Reductions in class size and increases in time can only produce positive effects if the following also is true: teachers are adaptable and have the skills and motivation to capitalize on these instructions; the material taught and tested fits together; and the strategy for accomplishing the reduced student-instructor ratio creates fewer barriers to learning than it breaks down. A list of reference is appended. (PS)

ED 293 959　　　　　　　　UD 026 147

Chaikind, Stephen; Sullivan, Helen
An Analytical Review of the Evidence on Chapter 1 Cost-Effectiveness.
Decision Resources Corp., Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 15 Dec 86
NOTE- 23p.
CONTRACT- 400-85-1008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; *Cost Effectiveness; Federal Programs; Program Budgeting; *Program Costs; Program Effectiveness; *Program Evaluation; Research Design; Research Methodology; Research Problems; *Research Reports
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Research Results

This paper reviews the following studies on the cost-effectiveness of the Chapter 1 compensatory education program: (1) Sustaining Effects Study; (2) Tallmadge Study; (3) the Kiesling Study for Rand; (4) Instructional Dimensions Study; (5) Response to Educational Needs Project Cost-Effectiveness Study; (6) Educational Testing Service/Ragosta Analyses; (7) An EValuation of the Costs of Computer-Assisted Instruction (Levin and Woo); and (8) Recent Cost-Effectiveness Debate. The following components in each study are reviewed: (1) a consistent set of outcome measures from the instructional process; (2) a complete and detailed cost estimate; (3) a well-defined control group; (4) universal or unbiased sample data; and (5) a well-defined methodology. There is no concrete body of evidence that can be said to show that expenditures on Chapter 1 programs are more cost-effective than other instructional practices; there is much diversity among these studies in the focus of the study, the data set and methodology used, and the results obtained. A bibliography is included. (BJV)

ED 293 818 SP 030 147

Wu, P. C.

Higher Education and Staff Development: Promises and Pitfalls. Occasional Paper No. 5.

National Staff Development Council, Oxford, OH.

PUB DATE- 83

NOTE- 12p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Faculty; *College School Cooperation; *Delivery Systems; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Outreach Programs; Resource Allocation

A description is given of the objectives, activities, and problems of the Florida Teacher Education Centers (TEC). Teacher education centers are intended to be coordinating bodies, the function of which is to promote and improve the training of educational personnel within school districts by pooling resources from the participating institutions. The TEC places universities and school districts in a collaborative relationship, the provision of inservice to schools being one of the major TEC functions. Following a brief description of the background of the Florida TEC, a discussion is presented of the problems universities encounter with an outreach staff development program. Practical operating procedures for such a program are considered, and some ways of improving the TEC functions are briefly discussed. (JD)

ED 293 835 SP 030 178

Perlberg, Arye
From Microteaching to Teaching Learning Laboratories--T.L.L. An International Perspective.
PUB DATE- Apr 88
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audiovisual Centers; *Autoinstructional Aids; Educational Objectives; Elementary Secondary Education; Feedback; Foreign Countries; Higher Education; *Individualized Instruction; *Learning Laboratories; Learning Strategies; *Microteaching; Preservice Teacher Education; Teaching Methods; Videotape Recordings

A quarter of a century after the inception of the microteaching concept and in view of the new emphasis given to teaching learning laboratories, this paper discusses the development of the microteaching concept and its present state of art. Special attention is given to the theoretical conceptualization of microteaching and the teaching learning laboratory. Based on the experience gained in the development and dissemination of the microteaching concept in teacher education programs, the paper proposes a rationale and directions for future development of teaching learning laboratories in training, research, and development in teaching and teacher education. Special attention is given to the goals, objectives and working methods in the laboratory, the supervisory process, the use of multiple sources of feedback and, in particular, video feedback, as a process of video self-confrontation. (Author/JD)

ED 293 866   TM 011 441

Schunk, Dale H.
Perceived Self-Efficacy and Related Social Cognitive Processes as Predictors of Student Academic Performance.
PUB DATE- Apr 88
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Appended figure has blurred print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; Cognitive Style; *Learning Processes; Learning Strategies; Motivation; Personality Traits; Predictor Variables; *Self Actualization; Self Concept; *Social Cognition; Student Attitudes
IDENTIFIERS- *Self Efficacy

This paper discusses the role of perceived self-efficacy during self-regulated learning, the process whereby students' cognitions manifest themselves in behaviors systematically oriented toward the attainment of academic learning goals. The conceptual focus derives from A. Bandura's social cognitive learning theory. A model of cognitive skill learning is presented. At the outset of learning tasks, students vary in their self-efficacy for learning, or beliefs about their capabilities to effectively apply their knowledge and skills to learn academic content. As students work on tasks, they derive cues from task engagement variables that signal how well they are learning and that they use to assess efficacy for continued learning. Research is summarized showing the effects on self-efficacy and achievement behaviors of task engagement (social, instructional) variables. Empirical evidence supports the idea that self-efficacy is a useful predictor of motivation and learning. The paper concludes with suggestions of ways to foster maintenance and generalization of self-regulated learning and with educational implications of the research findings. Seven pages of references are provided, and a figure of the self-efficacy model is appended. (SLD)

ED 293 893 TM 011 494

Russo, Rocco P.
The National Education Longitudinal Study of 1988: Teacher Survey.
SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
PUB DATE- Apr 88
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). For related document, see ED 289 897.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum; Elementary School Teachers; *Grade 8; Junior High Schools; *Longitudinal Studies; *National Surveys; Teacher Attitudes; Teacher Background; Teacher Behavior; Teacher Characteristics; *Teacher Student Relationship
IDENTIFIERS- *National Education Longitudinal Study; *Teacher Surveys

The National Education Longitudinal Study of 1988 (NELS) is the third in a series of longitudinal studies sponsored by the Center for Education Statistics of the Department of Education. The NELS focuses on 26,000 randomly selected eighth-grade students constituting a national sample. The study involved administration of a cognitive test to students; surveys of students, parents, school administrators, and teachers; and a base-year data collection period during the spring of 1988, with follow-up surveys at two-year intervals intended to facilitate long-term trend analysis. The purpose and objectives of the teacher survey component of the NELS, survey administration procedures, and results of the field test of the NELS teacher survey undertaken in the spring of 1987 are discussed. The teacher survey links data on specific teacher characteristics and practices with data on the characteristics and educational outcomes of participating students. It gathers data on teacher impressions of individual students, curriculum content, and teacher background and activities. (TJH)

ED 293 933 UD 025 984

City Response to the Report of the Mayor's Commission on Hispanic Concerns.

New York City Office of the Mayor, N.Y.

PUB DATE- Mar 87
NOTE- 86p.; For the full report, see UD 025 983.
AVAILABLE FROM- Mayor's Office-Hispanic Affairs, 52 Chambers Street, Room 318, New York, NY 10007.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disadvantaged; Economic Opportunities; Equal Opportunities (Jobs); High Risk Persons; *Hispanic Americans; *Municipalities; *Public Policy; Quality of Life; Social Agencies; *Social Bias; Social Differences; Urban Demography; *Urban Problems
IDENTIFIERS- *New York (New York)

This report is the response of New York City to the report of the Mayor's Commission on Hispanic Concerns. After reviewing the Commission's report, the city put various mechanisms in place to address the concerns and implement the recommendations needed to improve the life of Hispanic New Yorkers. An important need expressed by the Commission was up-to-date information on Hispanics. A system of data gathering and release was implemented that should culminate each year in an annual report on Hispanic concerns. There was a commitment from the Mayor's office to keep an ongoing dialogue with Hispanic leadership. Other city initiatives are outlined in the following areas: (1) education; (2) economic development; (3) housing; (4) the Hispanic public benefit corporation; (5) private sector employment; (6) employment in city government; (7) health; (8) criminal justice; (9) city services; and (10) city language services. (VM)

ED 293 973 UD 026 164

Ascher, Carol
Improving the School-Home Connection for Low-Income Urban Parents. ERIC/CUE Digest Number 41.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 88
NOTE- 4p.
CONTRACT- OERI-R188062013
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Blacks; Educational Improvement; Elementary Secondary Education; Employed Parents; Flexible Scheduling; Hispanic Americans; Home Instruction; *Lower Class Parents; Low Income Groups; *Minority Groups; One Parent Family; Parent Attitudes; Parent Influence; *Parent Participation; Parent Student Relationship; *Parent Teacher Cooperation; Teacher Attitudes; *Urban Education
IDENTIFIERS- *Empowerment; ERIC Digests

The importance of parent participation in a child's education is undisputed, and low-income urban parents can and want to help with their children's schooling, both at home and at school, as much as do middle class parents. However, most poor urban children live in single-parent, female-headed households--often Black or Hispanic--and many school officials tend to decide in advance that single and working parents cannot be approached or relied upon. Since parents' involvement in school activities can be related to the flexibility of leave policies on their jobs employers should be encouraged to allow flextime to enable working parents to observe their children in the classroom or attend meetings. Home-based learning is one of the most efficient ways for parents to spend their time; when teachers help parents help their children, these parents' activities can be as effective as those of parents with more education and leisure, whom teachers expect to help their children. Suggestions are offered for improving both school-based participation and home-based learning. A list of references is included. (BJV)

ED 293 786 SO 019 149

Taylor, Orlando L.

Cross-Cultural Communication: An Essential Dimension of Effective Education.

American Univ., Washington, DC. Mid-Atlantic Center for Race Equity.
PUB DATE- 87
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biculturalism; *Black Culture; *Black Dialects; *Black Education; Communication Research; *Cross Cultural Studies; Cultural Influences; Curriculum Development; Elementary Secondary Education; English Instruction; *Intercultural Communication; Nonstandard Dialects; Regional Dialects

All language dialects are legitimate but some dialects achieve social prestige. Standard American English (SAE) represents that language in the United States. Minority students who do not learn SAE do not achieve academically as well as those who do. The dialect individuals use is determined by income, social class, ethnic group, and level of education. The failure to speak SAE effectively represents a barrier to those who speak less prestigious dialects such as Black English or Spanish Influenced English. This booklet is designed to be used by the classroom teacher to raise the cultural sensitivity of the instructor and to serve as a model for more effective teaching of SAE to minority students. Various tests and suggestions for lesson plans are provided, and a cultural bias self-test is included. Examples are given of test biases and communication differences, along with information on how to manage student misbehavior by teaching school norms. A 29-item bibliography concludes the document. (NL)

ED 293 851 TM 011 396

Haladyna, Thomas M.; Downing, Steven M.

Functional Distractors: Implications for Test-Item Writing and Test Design.

PUB DATE- Apr 88
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Item Analysis; *Multiple Choice Tests; Physicians; Standardized Tests; *Test Construction; Test Format; Test Items; Test Reliability
IDENTIFIERS- *Distractors (Testing)

The proposition that the optimal number of options in a multiple choice test item is three was examined. The concept of functional distractor, a plausible wrong answer that is negatively discriminating when total test performance is the criterion, is discussed. Three distinct groups of achievers (high, middle, and low) on a national standardized achievement test for physicians were identified. The number of functional distractors was identified for each sample condition and each item. Results suggest, as have theoretical analyses, that more functional distractors are desirable. However, with higher achieving students the number of functional distractors, and consequently the number of options, had no effect. The time and effort devoted to additional option item development is probably not worth the gains in item discrimination and reliability for high and middle achieving examinees. The three-option format is efficient to construct, and it results in better domain-referenced measures of achievement. (SLD)

ED 293 908 UD 025 698

Archambault, Francis X.
Instructional Setting: Key Issue or Bogus Concern.
PUB DATE- Dec 86
NOTE- 36p.; In: Designs for Compensatory Education: Conference Proceedings and Papers (Washington, D.C., June 17-18, 1986); see UD 025 691.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Compensatory Education; Educationally Disadvantaged; Elementary Education; Federal Programs; Individualized Instruction; Instructional Effectiveness; Low Achievement; Outcomes of Education; *Program Design; *Remedial Instruction; Small Group Instruction; *Teaching Methods

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act

The papers presented at this conference review current research on effective educational practices for low-achieving students and identify those that might be applied to programs funded under Chapter 1 of the Education Consolidation and Improvement Act of 1981 (the successor legislation to Title 1 of the Elementary Secondary Education Act of 1965). This paper reviews the literature about the effect on educational outcome of instructional setting, that is, the effect of pullout versus in-class instruction. Focusing on the early grades, the paper begins with the question: What do we know about the nature of instruction in Title I and Chapter 1 programs? It then provides answers to the following three questions: (1) What do the legislation, Congress, and the United States Department of Education say about the use of pullout and other models of instruction? (2) What is the impact of pullout instruction on students' achievement in reading, language arts, mathematics? and (3) What other effects of pullout versus in-class programs have been noted in the literature? Following these discussions, the paper briefly describes key variables and issues to consider in designating compensatory instruction programs, and finds that, despite a great deal of confusion and contradiction in the literature on the subject, it is safe to conclude that: (1) setting is not directly responsible for student outcomes; (2) it is the issue of effective practices, not setting, that deserves the attention of educators; and (3) it is important for educators to study what goes on within the different settings and how regular and compensatory instruction can be woven together to improve student performance. A list of references is appended. (PS)

ED 293 920   UD 025 710

McLaughlin, Milbrey W.; Shields, Patrick M.
Involving Parents in the Schools: Lessons for Policy.
PUB DATE- Dec 86
NOTE- 21p.; In: Designs for Compensatory Education: Conference Proceedings and Papers (Washington, D.C., June 17-18, 1986); see UD 025 691.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Compensatory Education; *Disadvantaged; Elementary Education; Federal Programs; *Home Instruction; Home Programs; Parent Influence; *Parent Participation; Parent School Relationship; *Parent Teacher Cooperation; Policy Formation; Teacher Attitudes
IDENTIFIERS- Elementary Secondary Education Act Title I

Strategies to involve parents in the schooling of their children, especially parents of economically or educationally disadvantaged youngsters, are generally either advisory or collaborative. Advisory strategies structure parental involvement through councils at the school or district level. Collaborative strategies pursue various methods for enhancing home/school cooperation, with either school-based or home-based methods. This paper discusses these two strategies and their rationales. Studies of the involvement techniques indicate that school-based strategies have limited direct value for low income parents, whereas home-based strategies such as parent tutoring, seem to yield positive outcomes for all participants. In developing policy, the paper considers the following three broad questions about parent involvement: (1) Does it work? (2) Should it be a policy priority? And, (3) is it a feasible target for policy? The success of parent involvement efforts depend to a large extent on teachers' and administrators' believing that they will succeed. The paper concludes with guidelines for parent involvement policies. Recommended are policies which have an element of pressure, based on the incentives, values, and priorities that influence the behavior of teachers and administrators. A list of references is appended. (PS)

ED 293 947 UD 026 133

Killeen, Damian
The European Young Homelessness Group. Final Report of the Symposium on "Shut Out Youth" (Strasbourg, France, October 25-30, 1987).
Council of Europe, Strasbourg (France).

REPORT NO.- CEJ/HOMY-87-8-Rev-1
PUB DATE- 29 Oct 87
NOTE- 46p.; For other symposium documents, see UD 026 129-132.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Family (Sociological Unit); *Foreign Countries; *Homeless People; *Housing Deficiencies; Housing Industry; *Housing Needs; Residential Patterns; Social Problems; *Social Responsibility; Young Adults; *Youth Problems
IDENTIFIERS- *Europe

This final report from the symposium on shut out youth concentrates on the problems of homeless young people in European cities. Remarks and recommendations of the symposium are reviewed. Homelessness is a growing trend among young people in Europe and most governments show little recognition of the problem. There is little social policy and legislation that considers the social, housing, and employment needs of youth. The same patterns and lack of concern are seen as homelessness among North American youth is reviewed. The following issues are discussed as prime areas of social policy where these problems may be addressed: (1) human rights; (2) legal status of youth; (3) youth policy; (4) youth participation; (5) education; (6) employment and income; (7) housing; (8) social support for families; and (9) children of the state. Specific recommendations are made for national, regional, and local governments, and for the Council of Europe. The appendices include notes from the workshop groups, the conference agenda, a list of participants, a history of the European Young Homelessness Group, a bibliography of publications and agencies, a list of videos shown during the symposium, and a supplementary list of useful addreses. (VM)

ED 293 960 UD 026 148

Reisner, Elizabeth R.; Marks, Ellen L.
The Federal Administration of Evaluation Program Improvement and
Technical Assistance under ECIA Chapter 1.
Policy Studies Associates, Inc., Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.
PUB DATE- Mar 87
NOTE- 60p.
CONTRACT- 400-85-1008
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; Elementary Secondary Education; Federal Programs; *Federal State Relationship; Program Budgeting; Program Development; Program Effectiveness; *Program Evaluation; Research Design; *Research Problems; School District Autonomy; School Districts; State Departments of Education; State Federal Aid; *Technical Assistance; Urban Education

IDENTIFIERS- *Department of Education; *Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act Title I

This document examines the following aspects of the federal administration of evaluation, program improvement, and technical assistance under Chapter 1 of the Education Consolidation and Improvement Act: (1) changes in each of the three areas since 1981 when Chapter 1 replaced Title I of the Elementary and Secondary Education Act; (2) activities currently conducted in the United States Department of Education (ED) in each area; and (3) problems and opportunities experienced in the federal administration of evaluation, program improvement, and technical assistance. Among the conclusions are the following: (1) ED has encouraged state and local educational agencies (SEAs and LEAs) to continue collecting data on project effectiveness and participant characteristics using the evaluation system mandated under Title I; (2) reports of errors in the research design, collection, and reporting of achievement data suggest that ED should assess the quality of those data to determine if changes are needed; (3) problems in the federal administration of the improvement initiative arise from the voluntary nature of state and local activities to improve Chapter 1 quality, that is not the SEAs' central purpose; and (4) Technical Assistance Center performance in assisting SEAs and LEAs in program improvement has been limited by constraints on their resources, low levels of interest, and the structure of the Chapter 1 program. Data are presented on three tables; a list of references is included. (BJV)

ED 293 802 SP 030 105

Foyle, Harvey C.
Homework: Some Implications for Teacher Education Programs.
PUB DATE- 15 Oct 87
NOTE- 8p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Educational Research; Elementary Secondary Education; Higher Education; *Homework; Teacher Education Programs

A review is presented of 84 research studies on the efficacy of homework in improving academic performance. The studies were conducted between 1904 and 1984. Findings of the studies are presented in tables categorized by school levels: elementary, high school, and college. Some implications for teacher education programs are briefly discussed. (JD)

ED 293 756 SO 018 727

Carraway, Clyde L.; And Others
Criteria for Excellence: Promising Practices. Elementary Arts.
Alaska State Dept. of Education, Juneau.
PUB DATE- 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Art Education; *Curriculum Evaluation; *Educational Objectives; Educational Philosophy; Educational Policy; Elementary Secondary Education; *Evaluation Criteria; Program Evaluation
IDENTIFIERS- *Alaska

Evaluation criteria and a rating scale are provided for administrators, professional staff, and community representatives who want to assess school arts programs. These criteria may also be used to generate information to establish program goals, plan inservice programs, or plan and evaluate state and federal programs. Criteria are established for: (1) philosophy and policy; (2) management and administration; (3) preparation and training; (4) facilities and equipment; (5) communication and community involvement; (6) curriculum; and (7) evaluation. (SM)

ED 293 771 SO 019 059

Barger, Harry D.; And Others
Indiana Studies: Hoosier History, Government, and People. Unit IV: Indiana Enters the Twentieth Century.
Indiana Council for Social Studies.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 85
NOTE- 121p.; For the other units in this series, see SO 019 056-061. For the accompanying Teacher's Guide, see SO 019 062.
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060)
DESCRIPTORS- Citizenship Education; *Industrialization; Local History; Local Issues; Political Influences; Political Issues; Secondary Education; Social Studies; *State Government; *State History; *Technological Advancement; *Transportation
IDENTIFIERS- Centennial; *Indiana; Industrial Development; World War I

Unit 4 of the six-unit Indiana history series designed to be taught in Indiana secondary schools covers the years from 1880 to 1929, from President Garfield's assassination to the inauguration of President Hoover. Each chapter is divided into short sections that describe events and is followed by questions to reinforce the learning. The many changes taking place in Indiana during these years are highlighted in Chapter 1. Between the years of 1880 to 1929 Indiana became urbanized and industrialized. Due to Indiana's abundant natural resources, technological advances, and improved transportation, the state rapidly developed industry. Chapter 2 describes the centennial celebration of 1916. Chapter 3 discusses the impact of World War I on Indiana, and the activities engaged in by Hoosiers to make the war effort a success. By 1930, Indiana state government had grown tremendously and efforts were made to make government more efficient. A discussion of the "Roaring Twenties" in Indiana and the forces leading to the organization of the Ku Klux Klan are provided. (SM)

ED 293 836 SP 030 186

Bodenhausen, Judith
Does the Academic Background of Teachers Affect the Performance of Their Students?
PUB DATE- Apr 88
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Advanced Placement Programs; Regression (Statistics); Scores; Secondary Education; *Student Needs; *Teacher Background; Teacher Effectiveness; *Teacher Qualifications; Teacher Student Relationship; Teaching Experience

This study investigates the relationship between the academic background of teachers of advanced placement (AP) classes and the scores of their students on the nationally administered advance placement examinations. The effect of teacher characteristics on the exam scores was found to be significant. Classes which did poorly on the exams were more likely to have had teachers with weak backgrounds. Conversely, classes in which the average exam score was 4+ (out of 5) were far more likely to have had teachers with strong backgrounds. In addition, classes in which teachers were inexperienced in teaching at the AP level tended to do less well while classes of teachers who had more than 10 years of experience teaching advanced placement classes did much better than average. Regression analysis showed the interaction of the ranking of the teacher's undergraduate university and the teacher's undergraduate grade-point average in the AP subject to have a significant effect on student score. (Author)

ED 293 881 TM 011 476

Shavelson, Richard J.; And Others
Translation among Symbolic Representations in Problem-Solving. Report on Studies Project: Alternative Strategies for Measuring Higher Order Skills: The Role of Symbol Systems.
Arizona State Univ., Tempe.; California Univ., Los Angeles. Center for the Study of Evaluation.; Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.; Colorado Univ., Boulder.; National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),

Washington, DC.
PUB DATE- Nov 87
NOTE- 42p.
GRANT- OERI-G-086-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Grade 11; High Schools; High School Students; *Problem Solving; Science Tests; *Symbolism; Testing
IDENTIFIERS- California (Los Angeles); Higher Order Skills; *Symbolic Representation

Some aspects of the relationships among the symbolic representations (Rs) of problems given to students to solve, the Rs that students use to solve problems, and the accuracy of the solutions were studied. Focus was on determining: the mental Rs that students used while solving problems, the kinds of translation that takes place, the accuracy of their mental Rs and translation, and the accuracy of their Rs as it relates to problem-solving performance. Study subjects included 20 eleventh-grade students enrolled in science courses at a Los Angeles high school. The test administered to the students via face-to-face interviews was designed to systematically vary three factors: (1) three ideal gas laws; (2) two response forms (quantitative and qualitative); and (3) five symbolic Rs of the problem description. The Rs that students use to solve a problem depended on the response required (quantitative versus qualitative) rather than on the problem's nominal symbolic form. If a more general test confirms the hypothesis that the symbolic representation of the response required guides the representations that students use to solve problems, this would have major implications for instruction and testing. A six-page list of 72 references, two tables, and figures illustrating two-word problems are presented. (TJH)

ED 293 894 TM 011 498

Fortenberry, Robert N.; And Others
Evaluating School Effectiveness in an Urban School District: Promises, Problems, and New Directions.
PUB DATE- Apr 88
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Numerical/Quantitative Data (110)
DESCRIPTORS- *Achievement Tests; Economically Disadvantaged; *Educational Assessment; Elementary Secondary Education; Evaluation; *High Risk Students; Interaction Process Analysis; Multivariate Analysis; School Districts; *School Effectiveness; Standardized Tests; *Urban Schools
IDENTIFIERS- *California Achievement Tests; Mississippi (Jackson)

About 30,000 students in Grades 1 through 12 in Jackson, Mississippi, were studied to determine the effectiveness of instruction for all major social groups represented by the student population during the 1986-87 school year. The California Achievement Test and course grades were used to obtain core data. Demographic data were obtained for students. Focus was on illustrating the development of the district's evaluation processes and refining the district's process for identifying at-risk students. Multiple-variable and interaction analysis models were used to analyze the data. Results indicate that: (1) the models used are simple but powerful tools for evaluating school effectiveness; (2) considerable progress has been made by the district in the delivery of services to students from both upper and lower social classes; (3) a discrepancy remains in minimum mastery across some groups of students; (4) identification of at-risk students has been made more efficient; and (5) the education of poor children is politically and economically complex. Twelve tables and nine charts/graphs are appended. (TJH)

ED 293 934 UD 026 008

The Special Commission on REACH (Rewarding Educational Achievement) and School Improvement Councils Report. Leading the Way.

Massachusetts State Legislature, Boston. Special Commission on REACH and School Improvement Councils.

PUB DATE- Aug 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Citizens Councils; Educational Facilities Improvement; Educational Improvement; Elementary Secondary Education; *Equal Education; Family School Relationship; Government School Relationship; *School Community Relationship; *State Aid; *State Programs
IDENTIFIERS- *Chapter 188 (Massachusetts); Empowerment; *Massachusetts

The future of America's students and teachers is a crucial challenge. Responding to this challenge, Massachusetts in 1985 enacted Chapter 188, the Public School Improvement Act, which establishes and implements a system for testing and evaluating school and student performance. Since Chapter 188 was implemented, Massachusetts schools have improved faster than the national rate. Proposals for additional school improvements have been drafted by the Commission on REACH (Rewarding Educational Achievement) and School Improvement Councils to develop programs that build on Chapter 188. They propose the following strategies: (1) further energize School Improvement Councils, which empower parents, teachers, community members, administrators, and students to make the crucial decisions that determine the improvement of their schools; and (2) expand REACH, which rewards those schools and professionals who improve the learning of their students. The following recommendations for fiscal year 1988 are made: (1) increase school improvement funds; (2) provide funds for technical assistance to Councils; (3) build expertise of Council members and provide for greater continuity in the council planning process; (4) provide start-up funds for a REACH office within the Division of Curriculum and Instruction; (5) develop criteria for future REACH awards; (6) establish a council on the measurement of student learning; and (7) authorize REACH awards beginning in fiscal year 1989. A list of Commission members, and their photographs, are appended. (BJV)

ED 293 974 UD 026 165

Dayton, Charles; And Others
Peninsula Academies Replications: 1986-87 Evaluation Report.
Policy Analysis for California Education, Berkeley, CA.; William and Flora Hewlett Foundation, Palo Alto, Calif.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.
REPORT NO.- PACE-PP88-4-3
PUB DATE- Apr 88
NOTE- 165p.; For related documents, see UD 025 935, ED 239 608, and ED 249 357-358.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Attendance; Dropout Rate; High Risk Students; *High Schools; Job Skills; *Nontraditional Education; Potential Dropouts; Program Development; Program Effectiveness; *Program Evaluation; School Business Relationship; Secondary Education; Student Attitudes; *Student Improvement; Vocational Education
IDENTIFIERS- California; Partnerships; *Peninsula School CA

In the fall of 1985, 10 academy programs were established by the State of California as replications of the Peninsula Academies already operating in a local school district for four years. An academy is a modified high school program with the following specific elements, among others: (1) students with academic potential who are at risk of dropping out; (2) a school-within-a-school administrative structure for grades 10-12; (3) technical courses to provide students with job skills; and (4) support from local businesses. This report evaluates the academies' 1986-87 school year. Among the conclusions were the following: (1) the academy program model is capable of producing substantial positive effects on participating students, but developing an effective program is difficult; (2) attitude improvements among students were registered at most sites; (3) at three sites, program students registered significant improvements on objective measures of school performance; (4) the ability of the academy model to accomplish these outcomes is not limited to socially and economically congenial settings; (5) overall, the academies have been successful in helping students compile better academic records, but appear to have no significant effect on attendance and dropout rates; and (6) these findings are generally consistent with those determined in the 1985-86 evaluation of the programs. Recommendations are offered for program improvement and future evaluation. Tables illustrate the data. Appendices provide student outcomes by site, the text of the Academies Bill SB 605, and a multivariate analysis of program effects. (BJV)

ED 293 819 SP 030 149

Gleave, Doug
Staff Development Propositions: A School District Perspective.

Occasional Paper No. 7.
National Staff Development Council, Oxford, OH.
PUB DATE- 83
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Objectives; Elementary Secondary Education; Professional Development; *Program Development; *Program Evaluation; *Program Implementation; *Staff Development

With the aim of providing a framework for developing successful staff development programs, 12 propositions, or statements of intent and commitment, are set forth in this paper. The first set of propositions states the guiding principles underlying the concept of staff development. The second set offers propositions for planninng staff development programs. In the third set, statements on program goals provide guidelines for program implementation. The final proposition emphasizes the importance of evaluation as an integral aspect of the development and implementation of staff development activities. (JD)

ED 293 757 SO 018 730

Osborne, Kenneth W.
Working Papers in Political Education. Monographs in Education XII.
Manitoba Univ., Winnipeg.
PUB DATE- 84
NOTE- 141p.
AVAILABLE FROM- Monographs in Education, Faculty of Education, University of Manitoba, Winnipeg, Manitoba R3T 2N2 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; Elementary Secondary Education; Foreign Countries; Hidden Curriculum; *Political Attitudes; *Political Science; *Political Socialization; *Politics; Social Studies; Speeches; Values Education
IDENTIFIERS- *Canada

This monograph contains five papers concerning political education in Canada. Chapter 1, "Political Education and the Teaching of Politics," considers the historical and philosophical connections between education and politics. Chapter 2, "Civics, Citizenship and Politics: Political Education in the Schools," explores definitions of political education and various approaches to achieving it. The socio-political impact of schools is discussed in chapter 3 in "Political Education or Political Socialization: The Role of the 'Hidden Curriculum'," while chapter 4 focuses on "Morals and Values in the Schools: Citizenship and Moral Education." Chapter 5, "Teaching Strategies and Political Education," outlines recent approaches to teaching about politics that lead to increased participation and competency. They include utilizing: (1) conceptual models; (2) issues or concepts; (3) case studies; (4) discovery and inquiry strategies; (5) a broadly defined concept of politics; (6) conflict studies; (7) experiential learning methods; (8) political action and participation; (9) politically relevant attitudes and values; and (1) life-long learning strategies. (JHP)

ED 293 787 SO 019 157

Palonsky, Stuart B.; Jacobson, Michael G.
Student Teacher Perceptions of Elementary School Social Studies: The Social Construction of Curriculum.
PUB DATE- 6 Apr 88
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Citizenship Education; Cooperating Teachers; Educational Objectives; Educational Research; Elementary Education; *Elementary School Curriculum; *Preservice Teacher Education; Program Effectiveness; Public Schools; *Social Studies; Student Teacher Attitudes; *Student Teachers; Student Teaching; *Teacher Attitudes
IDENTIFIERS- *Social Studies Curriculum

Student teaching is the most powerful experience in the preservice preparation of teachers. Researchers have noted that during the student teaching experience, the norms of the university are quickly supplanted by the norms of the public school. This research is designed to examine the perspective that student teachers adopt toward teaching social studies in elementary schools. Particular concerns include: (1) the students' definitions of the purpose of social studies; (2) their views of the relative status of social studies in the elementary curriculum; and (3) the students' views of their cooperating teachers. The sample of students interviewed for this study consists of elementary education majors from two universities who had completed student teaching and who had taught at least one social studies unit. It was found that most of the students recognized the relationship of social studies to citizenship, but they interpreted good citizenship to be synonymous with classroom demeanor and deportment. Most of the students learned through student teaching that social studies is a low priority subject, approached less than enthusiastically by cooperating teachers and not prized by the school. Students' opinions of cooperating teachers were positive, and these teachers were viewed as sources of critical knowledge. Those educators in charge of preservice teachers should give greater attention to student teaching and how social studies is viewed in the schools. Careful attention should be given to the selection of cooperating teachers. (SM)

ED 293 803 SP 030 109

Westfall, Barry H.
Did the American Herbartians Have a Research Base?
PUB DATE- Apr 88
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational History; *Educational Philosophy; Educational Psychology; *Educational Theories; Elementary Secondary Education; *Ethics; *Foundations of Education
IDENTIFIERS- *Herbart (Johan Friedrich); *Herbartian Movement

The origins of the Herbartian Movement began with the writings of Johan Friedrich Herbart (1776-1841), a German philosopher and educator. He believed that, through instruction, the mind and morals of the child could be molded. For this purpose, ideas are available from two sources: experience, which furnishes knowledge of nature, and social contact, which provides an awareness of one's fellow man. These two sources of ideas from the two major branches of the curriculum: the scientific and historical. Ultimately for Herbart, education should have two bases: ethics and psychology. The first determines the ends of education--that being a morally upright individual, while the second determines the means or methods of instruction. This paper examines the theories of Herbart, and traces the history of Herbartianism from its impact on German thought through its translation to America and the influence it had with the thought and practices of early American educators. This was the most comprehensive theory of education available to American educators up to the advent of John Dewey's pragmatism. It is concluded that while Herbartian theory is really just a series of deductions derived from a few ethically motivated central ideas, it provided one of the original foundations for whatever bond exists between scientific theory and educational practices today. (JD)

ED 293 867 TM 011 443

Tal, Joseph
The Numerical Facility Project. Technical Report 1987-1.
Johnson O'Connor Research Foundation, Chicago, IL. Human Engineering Lab.
PUB DATE- Oct 87
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aptitude Tests; Arithmetic; Computation; Factor Analysis; Item Analysis; *Mathematics Tests; *Numbers; Predictive Measurement; *Testing Programs
IDENTIFIERS- Johnson O Connor Aptitude Tests; *Numerical Facility

An experimental test battery (the Johnson O'Connor Research Foundation battery) designed to measure numerical facility was administered to 1,451 subjects at 12 testing centers across the United States over a 5-month period. Five work samples were included: (1) arithmetic; (2) counting backwards; (3) number reasoning; (4) rule learning; and (5) number series. All five work samples had moderately high internal reliabilities. Factor and item analyses showed that each work sample measured primarily one dimension. These work samples provided information that was not obtained with the standard Johnson O'Connor aptitude test battery. When predictive validity was examined, all five discriminated to some degree among groups of examinees divided according to their college majors. Arithmetic and Counting Backwards were, psychometrically, the purest measures of numerical facility; however, all were considered suitable. Twenty-five tables are presented. (SLD)

ED 293 921 UD 025 711

Rich, Dorothy
The Parent Gap in Compensatory Education and How To Bridge It.
PUB DATE- Dec 86
NOTE- 17p.; In: Designs for Compensatory Education: Conference Proceedings and Papers (Washington, D.C., June 17-18, 1986); see U 025 691.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Compensatory Education; *Disadvantaged; Elementary Education; Family Involvement; Federal Programs; *Home Instruction; Home Programs; Low Achievement; *Parent Participation; Parent School Relationship; Parent Teacher Cooperation; School Community Relationship
IDENTIFIERS- Home and School Institute; *Home Based Programs

The following two major questions are addressed in this paper: How can the mounting research on the relationship of the home to children's school success be translated into practical action in communities across the nation? And, how can all families become meaningfully involved in children's education? Part of the answer to both those questions is that parent involvement must be seen as basic to the school process. It must be funded and supported consistently in the same way that reading, writing, and mathematics are supported. Priority attention should be given to developing the mode of participation which directly involves parents in the education of their own child: the parent-as-tutor approach. That new role for parents involves a new role for teachers also: a community-coaching role. The paper goes on to describe how those role functions have been implemented by the Home and School Institute (HSI), whose system has been used successfully in 12 demonstration projects at 35 sites nationally. Finally, the U.S. Department of Education's publication "What Works" (1986) is used as the basis for 10 recommendations that provide basic components of a program to encourage greater awareness of the community and family role in children's education. A list of references is included. (PS)

ED 293 948 UD 026 134

Michie, Joan S.; Moore, Mary T.
State Profiles of ESEA Title I/ECIA Chapter 1.
Decision Resources Corp., Washington, DC.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 285p.
CONTRACT- 300-83-0211
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Compensatory Education; *Educational Improvement; Elementary Secondary Education; Enrollment; Expenditures; Federal Aid; Federal Programs; Federal State Relationship; Profiles; *School Demography; School District Spending; *Urban Education
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

Descriptive profiles of the Elementary and Secondary Education Act Title I/Education Consolidation Improvement Act Chapter 1 programs are presented for each state and the District of Columbia. Where possible, comparisons are made between the 1979-80 school year and the most recent year for which data are available. States are ranked from highest to lowest to give an indication of relative standing. The ranked variables include the following: (1) financial allocation; (2) number of public and nonpublic students; (3) percentage of students receiving help in various subject areas; (4) numbers of staff members in various categories; (5) pupil-staff ratios; (6) per pupil expenditures; (7) per capita income; (8) tax information; and (9) racial and economic status of participants. The state profiles also include information on targeting approaches, testing programs, and other regulations specific to the state. (VM)

ED 293 820 SP 030 150

Crowther, Sandra
Training: The Key Ingredient for the Effective Use of Microcomputers. Occasional Paper No. 8.
National Staff Development Council, Oxford, OH.
PUB DATE- Dec 83
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Technology; Elementary Secondary Education; Inservice Teacher Education; Instructional Materials; *Microcomputers; *Program Development; Staff Development; *Training Methods; *Training Objectives

A description is given of an intensive training program on the use of microcomputers which was implemented in a school district prior to the installation of the computers in the schools. Participants in the training program were elementary and junior high school teachers, and some administrators and secretaries. The format and sequential development of the two-year training program is described and a list is provided of needs that were identified as well as activities that were planned and implemented during the school year. (JD)

ED 293 852 TM 011 403

Martin, Oneida L.

A Score Plus One Year of Graduates' Perceptions of Their Teacher Education Program.

PUB DATE- Nov 87
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Graduates; Education Courses; *Education Majors; Graduate Surveys; Higher Education; Program Effectiveness; Program Evaluation; *Schools of Education; Teacher Attitudes; *Teacher Education Programs
IDENTIFIERS- Tennessee Technological University

How 3,741 certified pre-service teacher graduates viewed their preparation at Tennessee Technological University was examined. For 21 years the university has used an evaluation model with extensive follow-up data on graduates. A profile analysis of the subjects from 1965 to 1986 was retrospectively conducted. Using a 5-point rating scale, graduates expressed satisfaction with knowledge and skills resulting from their preparation. Earlier graduates felt that they were more unprepared in discipline and guidance skills and in teaching exceptional children than were their successors. This perception was partially explained by programs implemented over the period. The data showed that the perceptions of graduates of the earlier years mirrored the directions in which teacher education programs are currently moving. (SLD)

ED 293 772 SO 019 060

Barger, Harry D.; And Others
Indiana Studies: Hoosier History, Government, and People. Unit V: Depression, Response, and Growth.
Indiana Council for Social Studies.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 85
NOTE- 94p.; For the other units in this series, see SO 019 056-061. For the accompanying Teacher's Guide, see SO 019 062.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060)
DESCRIPTORS- Citizenship Education; *Government Role; Political Issues; Secondary Education; Social History; Social Studies; *State Government; *State History; *World Affairs; *World Problems
IDENTIFIERS- *Depression (Economic 1929); *Indiana; World War II

Unit 5 in this six-unit series on Indiana history designed to be taught in Indiana secondary schools covers the depression years, World War II, and the postwar era. The dramatic changes that took place in Indiana during the depression years are highlighted in chapter 1. The manner in which the state's governor tried to alleviate the effects of the depression through his use of executive power is the focus of this chapter. Also his power to grant reprieves, commutations, and pardons is depicted through the story of the Indiana-born gangster, John Dillinger. The first topic of chapter 2 is the election of 1940. Hoosiers would not allow the Communist Party to be on the ballot in this election. Hoosiers were especially interested in this election due to the presidential candidacy of Wendell Willkie, a native Indianan. The effects of the mobilization for World War II on Indiana's citizens are analyzed. The postwar years from 1945-1960 are the subject of chapter 3. Local issues such as funds for highways, school reorganization, and right-to-work laws are examined. (SM)

ED 293 837 SP 030 188

McDonnell, Lorraine M.; Pascal, Anthony
Teacher Unions and Educational Reform.
Center for Policy Research in Education.; Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-8330-0880-3; Rand-JRE-02
PUB DATE- Apr 88
NOTE- 84p.
GRANT- OERI-G008690011
AVAILABLE FROM- Publications Department, The Rand Corp., 1700 Main St., P.O. Box 2138, Santa Monica, CA 90406-2138 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Collective Bargaining; *Educational Change; Elementary Secondary Education; Policy Formation; *Political Issues; Politics of Education; *Professional Recognition; *Teacher Associations; *Teaching (Occupation); Teaching Conditions; Trend Analysis; *Unions

This report examines the participation of teacher unions in the education reform process. It analyzes the many roles that these organizations are playing at the national, state, and local levels through collective bargaining and political action. The focus is upon three major issues: (1) the extent to which teacher unions have attained more professional teaching conditions through collective bargaining; (2) the political response of teacher organizations to national, state, and local reform initiatives; and (3) the way in which the interests and activities of teacher organizations are likely to shape successive generations of educational reform, particularly efforts to restructure the teaching profession. The report is addressed to policymakers, teacher union leaders, education researchers, and others interested in enhancing the professional status of teachers. (JD)

ED 293 882 TM 011 477

Linn, Robert L.; And Others

Study Group on Pre-Collegiate Education Quality Indicators. Final Report.

Arizona State Univ., Tempe.; California Univ., Los Angeles. Center for the Study of Evaluation.; Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.; Colorado Univ., Boulder.; National Opinion Research Center, Chicago, Ill.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 129p.
GRANT- OERI-G-086-0003
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Administrative Policy; Administrators; *Data Collection; Educational Assessment; *Educational Quality; Elementary Secondary Education; National Programs; Student Evaluation; *Teacher Effectiveness; Teacher Evaluation
IDENTIFIERS- *Pre Collegiate Education Quality Indicators; *Study Groups

The Study Group on Pre-Collegiate Education Quality Indicators was formed to determine means of obtaining information on elementary and secondary educational quality within and across states. Two papers: "State-by-State Comparisons of Student Achievement" (Robert L. Linn) and "The Effectiveness of American Education" (Eva L. Baker), along with meeting reports and ancillary material are presented in this document. State and local school administrators encounter public demand for thorough data on the quality of schools, allowing comparisons with data from other states and districts and with their own historical records. The study attempted to: define the content domain of the quality assessment program, relate the definition and score reporting systems to the validity of inferences based on state-by-state comparisons, measure student achievement and teacher quality, and examine the proposed merger of the National Assessment of Educational Progress (NAEP) and the School and Staffing Surveys (SASS). Recommendations include: a complete merger of the questionnaires and samples from the NAEP and SASS should not be attempted in 1990; informing policy analysis should guide any possible merger; a subset of questions from SASS could be administered with the NAEP to enhance policy analysis; and a 3- or 4-year cycle for SASS data collection should be considered. (TJH)

ED 293 895 TM 011 505

Harrison, William C.

The Status of Evaluation of Principals: Administrators Perceptions and Opportunities and Obstacles to Improving the Process.

PUB DATE- Apr 88
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Evaluation; *Educational Assessment; Educational Improvement; Elementary Secondary Education; Evaluation Methods; *Personnel Evaluation; *Principals; State Standards; Superintendents
IDENTIFIERS- *North Carolina

The characteristics of a state-mandated principal evaluation system are presented based on a survey of 149 principals and 121 superintendents in North Carolina. The means by which satisfaction with the evaluation process are related to the means for assessing performance, the criteria applied to principals' work, and the type and sources of information gathered to assess performance were also studied. North Carolina uses a standard evaluation process based on the conceptual frameworks of K. D. Peterson, Natriello, and S. D. Dornbusch in order to encompass the process of assessment, the perceptions of this process by those involved, and means of improving the system. Specific assessment criteria and organizational and extra-organizational sources of evaluative information are examined. Data were gathered via a questionnaire using open-ended and Likert-scale items. Results indicate that: (1) superintendents have clearer and more positive perceptions of the process than do principals; (2) the two groups do not perceive the same actions to be occurring in the evaluation process; (3) principals believe that superintendents rely more heavily on external measures of principal performance, while superintendents report a reliance on internal measures; and (4) specific, identifiable factors are associated with principal satisfaction with the process. Eleven tables are provided. (TJH)

ED 293 909 UD 025 699

Holley, Freda M.

Program and Staffing Structures: Reactions from a Quarter-Century Worker in Compensatory Education.

PUB DATE- Dec 86
NOTE- 23p.; In: Designs for Compensatory Education: Conference Proceedings and Papers (Washington, D.C., June 17-18, 1986); see UD 025 691.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Accountability; *Cognitive Development; *Compensatory Education; *Disadvantaged; Elementary Education; Federal Programs; Individualized Instruction; *Instructional Effectiveness; Low Achievement; Outcomes of Education; Program Design; Program Effectiveness; Remedial Reading; Small Group Instruction; Summer Programs; Teacher Student Ratio
IDENTIFIERS- Austin Independent School District TX; Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act

This reaction paper presented at a conference on compensatory education begins with reviews of three studies prepared for the program and staffing session of the conference and dealing respectively with student-to-instructor ratios, instructional setting, and summer programs. The paper then presents the view that huge gains in achievement will not occur through compensatory education, although small gains are possible. These are probably not additive, and the only substantial gains may be those that occur at the early grades. Early childhood education, where programming is content-laden and rich in diverse experiences, probably yields the greatest payoff. Small class sizes, effective teaching practices, and teacher understanding of learning principles and language development can each contribute to increased learning. Programs to increase self-concept per se probably hurt more than they help; classroom instruction that succeeds in developing learning skills while demonstrating the teacher's positive expectation of the student's ability to learn is the correct emphasis. Pullout instruction is not the right approach. Parent involvement will have a positive effect on programming for all students. Elementary Secondary Education Act Title I programs should be based on better theories of how children learn and how they develop abilities to think. Just teaching reading does not provide content knowledge and real long-term assistance. Attached to this report are summaries of research report findings on pullout programs, summer instruction, parent involvement, and other Austin (Texas) Independent School District programs concerned with compensatory education. Lists of references are included. (PS)

ED 293 961　　　　　　UD 026 149

Williams, Barbara I.; And Others
The District Survey: A Study of Local Implementation of ECIA Chapter 1.
Research and Evaluation Associates, Inc., Chapel Hill, NC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 474p.
CONTRACT- 400-86-0025
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; *Compensatory Education; Elementary Secondary Education; Federal Aid; *Federal Programs; Federal State Relationship; Government Role; Parent Participation; Private School Aid; Program Budgeting; Program Design; Program Development; Program Effectiveness; *Program Evaluation; School District Autonomy; School Districts; *School Involvement; Site Selection; Staff Utilization; State Departments of Education; State Federal Aid; Student Participation; *Surveys; Technical Assistance; Urban Education
IDENTIFIERS- Aguilar v Felton; *Education Consolidation Improvement Act Chapter I; Elementary Secondary Education Act Title I; Service Delivery Assessment

This study documents the ways in which Chapter 1 services are delivered across the nation at the local school district level. Data were collected by mail and telephone surveys of district and Chapter 1 administrators in 2,200 nationally representative school districts. The following topics are discussed: (1) profile of Chapter 1 districts; (2) selection of schools; (3) selection of students; (4) program designs; (5) parent involvement; (6) resource allocation; (7) Federal and state involvement and requirements; (8) services to nonpublic school students; and (9) program evaluation, needs assessment, and technical assistance. For each topic key questions are listed, and a summary of legal requirements provided. Tables illustrate the data. Appendices provide procedures and instruments for the mail and telephone surveys, and print sample responses. A list of four references is provided. (BJV)

ED 293 804 SP 030 110

Scannell, Marilyn

State Characteristics Associated with Policies Restricting Entry to Teaching.

PUB DATE- 8 Apr 88
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Credentials; *Equal Opportunities (Jobs); Higher Education; *Minimum Competencies; Policy Formation; *Politics of Education; *State Standards; *Teacher Certification; Teacher Characteristics; Teacher Evaluation; *Teacher Qualifications; Teacher Selection

This paper looks at state-level reform efforts during the past decade, focusing particularly on teacher competency assessment policies. Six questions were addressed: (1) How restrictive are state policies beyond coursework for entering the teaching profession? (2) How do states vary on restrictions for entry to the teaching profession? (3) Are there regional patterns of policy restrictiveness? (4) What do the findings suggest about the relation of political groups and structure to policy restrictiveness? (5) Are there patterns of state characteristics associated with restructive policies, and do these vary by region? and (6) What do the findings suggest about the professionalization of teaching? Results revealed that states with the most restrictive policies are those where the policymaking process is dominated by a unified political elite, where the proportion of black students in the public schools is high, and where valuation of education is low. In most states, the application of restrictiveness across policy measures was inconsistent. Finally, professional educators are not associated with policy restrictiveness. (Author/JD)

ED 293 821 SP 030 151

Pellicer, Leonard; And Others
Preparing Educational Leaders for Tomorrow. Occasional Paper No. 9.
National Staff Development Council, Oxford, OH.
PUB DATE- Feb 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; Educational Finance; Elementary Secondary Education; *Instructional Leadership; *Internship Programs; *Principals; Professional Education; School Districts

A description is given of Project PELT (Preparation of Educational Leaders for Tomorrow), a cooperative administrative internship training program created to develop a talent pool of prospective administrators for relatively small school districts in Florida. Using a cooperative administrative internship training model, ten prospective principals were trained during the 1982-83 school year. The program was developed to fill a perceived need for an increase in the number of qualified women and minorities available for leadership positions in districts with limited financial resources. PELT sought to fill the need to narrow the gap between administrative theory and practice by structuring a practical "hands-on" administrative experience for interns based on sound theoretical precepts. (JD)

ED 293 853 TM 011 404

Randhawa, Bikkar S.
Structural Relations of Conditions of Learning and Achievement.

SPONS. AGENCY- Saskatchewan Dept. of Education, Regina.; Saskatchewan School Trustees Association, Regina.
PUB DATE- Apr 88
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Analysis of Covariance; *Basic Skills; *Educational Environment; Elementary Education; *Environmental Influences; Grade 7; *Learning Experience; Rural Urban Differences; Statistical Analysis
IDENTIFIERS- Canadian Tests of Basic Skills; Learning Environment Inventory

The relationships between learning conditions and achievement were studied in a sample of 15 urban and 14 rural grade 7 classrooms. Students were administered the Canadian Tests of Basic Skills (CTBS) in Vocabulary, Reading, Language, and Mathematics, as well as the Learning Environment Inventory (LEI) and a questionnaire about school, family, and community characteristics. Data from each class were aggregated by sex. A canonical correlation analysis resulted in one significant canonical correlation; the first canonical dimension of the LEI battery explained, in terms of redundancy coefficient, 33.4% of the variance of the CTBS battery. Only 6.6% of the variance in the LEI battery was explained by the CTBS battery. The multi-variate analysis of covariance, LEI as covariates, produced significant effects for sex and locale. Interesting structural relations were also suggested by the influence of other classroom variables on achievement. Data are summarized in four tables. (SLD)

ED 293 868 TM 011 446

Ervin, Nancy S.
The Stability of Pretest Statistics Generated from College Samples as a Measure for Predicting Final Form Statistics for Achievement Tests.
SPONS. AGENCY- College Entrance Examination Board, New York, NY. Admissions Testing Program.
PUB DATE- Apr 88
NOTE- 44p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 6-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; *College Entrance Examinations; Difficulty Level; Higher Education; Item Analysis; Predictive Measurement; Pretests Posttests; Regression (Statistics); Sampling; *Statistical Analysis; Test Items
IDENTIFIERS- *Admissions Testing Program

How accurately deltas (statistics measuring the difficulty of items) established by pre-test populations reflect deltas obtained from final form populations, and the consequent utility of pre-test deltas for constructing final (operational test) forms to meet developed statistical specifications were studied. Data were examined from five subject areas of the Admissions Testing Program (ATP) Achievement Tests (ACH): (1) humanities; (2) mathematics; (3) sciences; (4) social sciences; and (5) foreign languages. The stability of pre-test statistics is evaluated by examining: summary statistics of deltas obtained from pre-test and final form populations; bivariate plots comparing deltas derived from the two populations; the values of the two deltas per item via difference plots; item position shifts; the composition of population samples; and deviation from linearity in the data studied. The research shows that despite the problems inherent in pre-testing on college samples (e.g., the sampling method, motivational factors, relevance of items to course content, method of presentation, item position shifts, and in some cases, inadequate sample sizes), pre-test equated deltas are relatively successful predictors of final form equated deltas. Ten tables and 10 graphs are appended. (SLD)

ED 293 935 UD 026 009

The Special Commission on the Conditions of Teaching Report. Leading the Way.

Massachusetts State Legislature, Boston. Special Commission on REACH and School Improvement Councils.

PUB DATE- Aug 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Disadvantaged Schools; *Educational Facilities Improvement; Educational Improvement; Elementary Secondary Education; Government School Relationship; *Incentives; *State Aid; *State Programs; Teacher Education; *Teacher Improvement; Teacher Salaries
IDENTIFIERS- *Chapter 188 (Massachusetts); Empowerment; *Massachusetts

To improve learning and the work lives of teachers, in 1985 Massachusetts enacted Chapter 188, the Public School Improvement Act, which establishes and implements a system for testing and evaluating school and student performance. Since Chapter 188 was implemented, Massachusetts schools have improved faster than the national rate. Proposals for additional school improvements have been drafted by The Commission on the Conditions of Teaching to develop programs that build on Chapter 188. The Commission recommends the empowerment of the entire educational team, and the improvement of teachers' work lives. This can be done by establishing professional models called "Carnegie Schools," designed to accomplish the following: (1) restructure the teaching environment; (2) foster professional discretion, autonomy, and accountability; (3) provide a variety of approaches to school organization, leadership, and governance; and (4) provide teachers with the support staff needed to be more effective and productive. The Improving School Performance Program (ISP) grants would fund schools whose performance levels are at the bottom quartile on state basic skills tests. The Commission also proposes the creation of a network of Professional Development Schools, in which new models of professional education are jointly designed and administered by school staff. Existing programs that should be further developed are the Minimum Salary Grants for teachers, and Horace Mann Programs and Lucretia Crocker Fellowships, which encourage and reward exemplary teachers. A list, with photographs, of Commission members is appended. (BJV)

ED 293 949 UD 026 135

Funkhouser, Janie E.; Moore, Mary T.
Summary of State Compensatory Education Programs.
Decision Resources Corp., Washington, DC.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 3 May 85
NOTE- 35p.; Summary table contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Compensatory Education; *Disadvantaged Youth; *Educational Improvement; Educationally Disadvantaged; Elementary Secondary Education; *Program Descriptions; Scores; *State Action; *State Aid; Testing
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

The summary descriptions of state programs in compensatory education (SCE) contained in this report update information presented in the 1981 Bay Area Research Group (BARG) report. A more restrictive definition of compensatory education is used in this current report, whereby only programs in which a specific target population is named and in which district discretion in spending state funds is restricted qualified for inclusion. An appropriate State Department of Education official from each of the 23 states BARG included as having an SCE program was interviewed to determine any changes since the prior year's report, and data was also collected from 10 more states for a total of 33 contacted. Based on the tighter definition, it was determined that as of the 1984-85 school year, 16 SCE programs existed nationwide. Interviews and reviews of statistical information were conducted in the following categories: (1) State funds (1983-1986); (2) Funding approach/basis for allocation; (3) students served; (4) targeting provisions; (5) monitoring; and (6) other special provisions. It was found that there has been a modest increase in states' efforts to support special instructional programs for disadvantaged children. Statistical and descriptive data are presented in tables. (VM)

ED 293 758 SO 018 734

Morrison, James L.
Institutionalizing Environmental Scanning in the ED QUEST Process.
PUB DATE- 24 Apr 87
NOTE- 20p.; Paper presented at the Meeting of the American Educational Research Association (68th, Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Environment; Educational Planning; Information Sources; *Institutional Environment; Long Range Planning; Trend Analysis
IDENTIFIERS- *QUEST Program; *Scanning

An environmental scanning system is structured to identify and evaluate trends, events, and emerging issues. QUEST represents the quick environmental scanning technique, and an ED QUEST process enables an educational organization to clarify its future and define its options. This paper describes how an educational organization can establish an ongoing environmental scanning program to inform an established ED QUEST team. The system requires that a variety of information sources be regularly scanned, abstracted, and evaluated in order to identify emerging issues, trends, and events. Developmental steps include: (1) devising a program structure and a comprehensive taxonomy; (2) identifying and assigning information sources; and (3) finding and training scanners and abstractors. Once established, this technique becomes a systematic, intensive, and relatively inexpensive method of focusing on strategic areas for which more detailed planning and analysis might be beneficial. (JHP)

ED 293 788 SO 019 159

Stewart, John G.
The TVA in International Context.
PUB DATE- 15 Apr 88
NOTE- 7p.; Paper presented at the Southeastern Conference on Latin American Studies (Knoxville TN, April 15, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developed Nations; Developing Nations; *Development; *Economic Development; Global Approach; *International Cooperation; *International Education; Rural Development; Technology; *Technology Transfer
IDENTIFIERS- *Tennessee Valley Authority

The Tennessee Valley Authority (TVA) uses a three-tiered approach to help other nations solve development problems. At the broadest level, the TVA is an educator, because it shares with others the benefits of what it has learned over the last 55 years. At the second level, the TVA is a regional planning consultant, and at the third level, the TVA is a purveyor of technology. As an educator, the TVA was begun as a model to show the rest of the nation how a region could lift itself out of the depths of the Depression. Every year, thousands of foreign visitors come to the TVA to learn; and to help the education of these visitors, the TVA has developed a series of courses entitled Integrated Regional Resources Management (IRRM). The IRRM is at the heart of the TVA's second-tier role as regional planner. the TVA's staff helps people to understand their country's or region's problems and to formulate solutions. Technology transfer, the third tier, allows the TVA to help people find answers that are appropriate to their needs. Education, development, and technology transfer is an ongoing part of the TVA mission. (SM)

ED 293 922 UD 025 712

Allington, Richard L.; Johnston, Peter
The Coordination among Regular Classroom Reading Programs and Targeted Support Programs.
PUB DATE- Dec 86
NOTE- 39p.; In: Designs for Compensatory Education: Conference Proceedings and Papers (Washington, D.C., June 17-18, 1986); see UD 025 691.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Compensatory Education; Cooperative Planning; Cooperative Programs; *Coordination; *Disadvantaged; *Educational Cooperation; Educational Policy; Elementary Education; Federal Programs; *Parent Participation; Policy Formation; *Reading Instruction
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

Little coordination exists among the various federal, state, and local initiatives for educational intervention programs for specially targeted populations. This paper discusses issues involved in the development of coordinated educational programs for disadvantaged pupils, with particular reference to Chapter 1 of the Education Consolidation and Improvement Act of 1981. It begins by briefly covering the notion of coordination as it has appeared in the literature. It then reviews the available evidence on the coordination of core curricular instruction with the curriculum and instruction offered in a variety of educational intervention programs. The second section of the paper presents an analysis of assumptions that have guided policymaking. It also points out some of the consequences of these assumptions, which are, in part, grounded in suspect beliefs about how children learn or fail to learn. The final section of the paper proposes some alternatives to current assumptions which influence policy. It argues for curricular congruence as a key to the design of effective programs for alleviating school failure. The paper focuses primarily on reading education. A list of references is appended. (PS)

ED 293 773 SO 019 061

Barger, Harry D.; And Others
Indiana Studies: Hoosier History, Government, and People. Unit VI: Indiana, Today and Tomorrow.
Indiana Council for Social Studies.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 85
NOTE- 72p.; For the other units in this series, see SO 019 056-060. For the accompanying Teacher's Guide, see SO 019 062.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060)
DESCRIPTORS- Citizenship Education; Civil Rights; Global Approach; International Education; Legislation; Politics; Secondary Education; Social Studies; *State Government; *State History; *Taxes; World Affairs; *World Problems
IDENTIFIERS- Equal Rights Amendment; *Indiana

Unit 6, the final unit in a series on Indiana state history designed to be taught in Indiana secondary schools, examines the position of Indiana in the nation and the world. Chapter 1 focuses on Indiana during the 1960s and 1970s. Indiana state government tackled the jobs of reapportionment, taxes, and the passage of stronger civil rights legislation. Governor Matthew Welsh retained the 1963 General Assembly in a special 40-day session to deal with finding new sources of revenue, and Lieutenant Governor Richard Ristine crossed party lines to break a tie vote in the Senate and pass a 2% retail sales tax and a 2% adjusted gross income tax. Ristine effectively ended his political career by this act. More support was provided for public education during the 1960s and 1970s. Chapter 2 discusses Indiana's fascination with party politics. Control of state license branches by the party in power and the patronage system of payments from state employees are examined. The activities of political parties are outlined. Civil rights, minority rights, and the Equal Rights Amendment (ERA) are examined in the context of Indiana politics. Indiana Senator Birch Bayh led the efforts on ERA in the U.S. Senate. Indiana approved the amendment, but Bayh lost his Senate race to Dan Quayle. Revenue sharing and the question of whether Hoosiers are conservative are elucidated. Indiana's efforts to increase its world trade and Indiana's links with the world are the focus of chapter 4. (SM)

ED 293 822 SP 030 152

Vacca, Richard T.; Gove, Mary K.
Teacher Reflections on the Use and Adaptation of Instructional Innovations: Improving the Staff Development Process. Occasional Paper No. 10.

National Staff Development Council, Oxford, OH.
PUB DATE- Feb 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adoption (Ideas); Content Area Reading; *Curriculum Development; *Educational Innovation; *Inservice Teacher Education; Secondary Education
IDENTIFIERS- *Levels of Use of the Innovation

This study addressed the question of why, to what extent, and under what conditions teachers fully implement and adapt instructional innovations. The subjects, a group of 24 ninth grade content area teachers, were seen to have implemented a particular set of reading innovations only to a limited degree. Five major themes were revealed as having an impact on teachers' use and adaptation of content reading innovations: (1) time and pressures on the teachers; (2) informal friendship systems within the school which in turn seemed to be influenced by organizational patterns in the school; (3) social/political factors in the school; (4) the existence of and the nature of the inservice support system; and (5) the subject that was taught by the teachers. Suggestions are made on several factors which should be taken into account if staff development programs are to impact on teachers' use and adaptation of innovations. Appendices include the interview form. (JD)

ED 293 838 SP 030 191

Walker, A. L.; Donohue, Jack
The New Option Offense for Winning Basketball.
REPORT NO.- ISBN-0-88011-307-3
PUB DATE- 88
NOTE- 304p.
AVAILABLE FROM- Leisure Press, Box 5076, Champaign, IL 61820 ($16.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Athletics; *Basketball; Competition; Sport Psychology; *Team Sports; Training Objectives

This reference book for basketball coaches provides a total program of both offensive and defensive strategies and tactics. The emphasis is upon an innovative offensive system with an accompanying defensive plan. The initial chapters deal with the installation of the three series of the New Option Offensive: "Red," "White," and "Blue." A drills chapter that relates specifically to the installation and perfection of the offense is a major feature, and an extensive survey of over 75 drills that improve offensive skills in general is presented. There are 12 chapters: (1) presenting the New Option Offensive; (2) installing the Red series; (3) using the White series; (4) defeating the zone and player-to-player: Blue series; (5) being prepared: special plays; (6) pushing the ball: an early offense; (7) designing an effective defense: the 32Z Goose Egg; (8) disrupting an offense: the trapping 32A; (9) war at the window: rebounding action; (10) practicing: option offense drill; (11) improving offensive skills; and (12) developing and maintaining important statistics. A glossary of terms is included. (JD)

ED 293 962 UD 026 150

Jay, E. Deborah; Shields, Patrick M.

Parent Involvement in Local Chapter 1 Programs.

SRI International, Menlo Park, Calif.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- SRI-2529

PUB DATE- Dec 87

NOTE- 91p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Compensatory Education; Elementary Secondary Education; Federal Aid; *Federal Programs; Federal State Relationship; *Parent Participation; Parent Role; *Parent School Relationship; *Participative Decision Making; Program Development; Program Effectiveness; Program Evaluation; School District Autonomy; School Districts; Urban Education

IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Elementary Secondary Education Act Title I; Empowerment

This report focuses on the involvement of parents in local projects funded under Title I of the Elementary and Secondary Education Act and Chapter 1 of the Education Consolidation and Improvement Act. It researches the kind and extent of involvement, the impact of state and local factors on it, and the effect of the change from Title I to Chapter 1 on involvement in decisionmaking. Among the conclusions were the following: (1) the general lack of substantive influence of parents on program decisions is due, in part, to constraints inherent in local project operations; (2) the drop in the number of formal parent councils that occurred when Title I was replaced by Chapter 1 did not translate into an equally drastic reduction in parent participation; (3) state factors had only a minimal influence on local parent involvement activities, but local factors appear to be much more influential; (4) under Title I many districts ran programs designed to engage parents in their children's learning, and this practice has continued under Chapter 1; and (5) districts were much more likely to involve parents as tutors with their own children at home than they were to bring parents into the classroom to assist in the instructional process. The implications of the findings for Federal policy are discussed. Data are illustrated on 27 tables. A list of 37 references is included. (BJV)

Duffill, C. J.
Participation and Equity: Western Australian Perspectives.
PUB DATE- 31 Mar 88
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Needs; Elementary Secondary Education; *Equal Education; Foreign Countries; Long Range Planning; Professional Recognition; Program Administration; *Program Effectiveness; *Program Evaluation; *School Community Relationship; Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Participation and Equity Programme (Australia)

This report summarizes selected successful experiences of the Participation and Equity Programme (PEP) in Western Australian government schools from 1984 to 1986. The strategy of the PEP was to first promote increased awareness of selected educational issues, and then to support schools in their responses to locally determined educational needs. The contributors to this report all had significant involvement with the PEP in a school context: either as a project coordinator or consultant to schools in which significant and successful PEP activity had taken place, or as a teacher or administrator in such a school. Contributors were invited to reflect on the long-term benefits the PEP had brought about; on the professional and administrative challenges which it had presented; and on the possible consequences of its termination. Transcripts of the interviews comprise the data from which this document was developed. (JD)

ED 293 896 TM 011 545

Crosby-Muilenburg, Corryn

Psychological and Educational Tests: A Selective Annotated Guide.

PUB DATE- 8 Mar 88
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Annotated Bibliographies; *Educational Testing; *Library Materials; Online Systems; *Psychological Testing
IDENTIFIERS- *Humboldt State University CA

This bibliography provides annotations on over 165 testing sources in the collection of the Humboldt State University (California) Library. Focus is on psychological and educational tests. Information resources are grouped according to information need, including sources of tests or information about tests, and by subject. The Library does not collect individual, commercially published tests. The section on test location contains a list of compilations or non-commercial tests and a section on national test information systems. The bibliography also contains sections on background information, strategy for use of appropriate indexes and abstracts, useful subject headings in the card catalog, a review of online resources, and groupings of evaluative testing sources listed by academic discipline. The bibliography includes an index by source title and first author. (Author/TJH)

Abdrabboh, Bob
Marketing Across Cultures: Issues, Problems and Opportunities.
10p. 1mf. L1 ED 293 326

Aber, John
Composition Teachers Need To Become Teacher-Researchers:
Reflections Based on an Ethnography of Teacher Training Sessions.
13p. 1mf. L1 ED 293 134

Achtenhagen, Frank
Learning in School and Out--General vs. Vocational Education.
21p. 1mf. L1 ED 292 994

Adams, Eleonora K.
Training the Professional Interpreter for the Commercial and Legal Setting.
36p. 1mf. L1 ED 293 356

Adams, Marilyn Jager
Teaching Thinking to Chapter 1 Students.
36p. 1mf. L1 ED 293 913

Adams, Velma A.
Guide to Program Development for Kindergarten: Part 1--A Preview.
46p. 1mf. L1 ED 293 649

Adey, David, Comp.
Distance Education in Southern Africa Conference, 1987. Papers 7A: Late Submissions, Additional Papers.
154p. 2mf. L1 ED 293 407
Distance Education in Southern Africa Conference, 1987. Papers 7: Late Submissions.
189p. 2mf. L1 ED 293 406
Distance Education in Southern Africa Conference, 1987. Papers 3.2: Media and Technology in Distance Education.
172p. 2mf. L1 ED 293 401
Distance Education in Southern Africa Conference, 1987. Papers 3.1: Media and Technology in Distance Education.
217p. 3mf. L1 ED 293 400
Distance Education in Southern Africa Conference, 1987. Papers 2: Issues in Education and Distance Education.
276p. 3mf. L1 ED 293 399
Distance Education in Southern Africa Conference, 1987. Papers 1: The Theory and Practice of Distance Education.
209p. 3mf. L1 ED 293 398
Distance Education in Southern Africa Conference, 1987. Papers 6: Systems and Strategies in Distance Education.
228p. 3mf. L1 ED 293 405
Distance Education in Southern Africa Conference, 1987. Papers 5: Administration and Student Support in Distance Education.
239p. 3mf. L1 ED 293 404
Distance Education in Southern Africa Conference, 1987. Papers 4.2: Professional Education and Practical Training at a Distance.
232p. 3mf. L1 ED 293 403
Distance Education in Southern Africa Conference, 1987. Papers 4.1: Professional Education and Practical Training at a Distance.
209p. 3mf. L1 ED 293 402

Agrawal, Binod C.
Television Studies in India: The State of the Art.
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